The 1964 Greyston Conference Committee

Ralph F. Berdie — David V. Tiedeman
Frank M. Fletcher, Jr. — Robert S. Waldrop
Harold G. Seashore — Henry Weitz
and the Editors, Co-Chairmen

The Executive Committee of the
DIVISION OF COUNSELING PSYCHOLOGY
AMERICAN PSYCHOLOGICAL ASSOCIATION

Irwin A. Berg *President*
Albert S. Thompson *Past President*
Frank M. Fletcher, Jr. *President-Elect*
John F. McGowan *Secretary*
Robert Callis *Treasurer*
Barbara Kirk — Edward Joseph Shoben
Wilbur L. Layton — David V. Tiedeman
Harold G. Seashore — Leona E. Tyler
Robert S. Waldrop

Contributors to this Report

Francis P. Robinson	*The Ohio State University*
Joseph Samler	*Veterans Administration*
John G. Darley	*University of Minnesota*
Leona E. Tyler	*University of Oregon*
Roger A. Myers	*Teachers College, Columbia*
Ralph F. Berdie	*University of Minnesota*

The Professional Preparation of Counseling Psychologists

Report of the 1964 Greyston Conference

ALBERT S. THOMPSON
AND
DONALD E. SUPER
EDITORS

BUREAU OF PUBLICATIONS
Teachers College, Columbia University
New York • 1964

© 1964 by Teachers College, Columbia University

Library of Congress Catalog Card Number: 64-23650

Manufactured in the United States of America

Editors' Introduction

This book reports the proceedings of the 1964 Conference on the Professional Preparation of Counseling Psychologists. The conference was planned and conducted by the Division of Counseling Psychology of the American Psychological Association. The report is intended to help APA and Division 17 boards and committees, university departments, deans, and internship centers interested in the training of persons qualified to assist in the development of human potential, in the effective utilization of human resources, and in particular in the preparation of counseling psychologists. It aims to do this by examining issues in the work and training of counseling psychologists and by making recommendations for their improvement.

This Introduction describes the origins and conduct of the conference. In Part I, the first chapter is a brief statement of the recommendations agreed upon at the conference. Chapter 2 offers a more detailed report which makes clear the bases for the recommendations. Chapter 3 records issues raised by discussants and participants, many of them issues which were not raised formally or in prepared papers.

Part II is a series of papers prepared at the request of the Planning Committee, papers which were the subjects of formal and informal discussion and which set the stage for the work of a number of small commissions which worked to clarify issues and formulate recommendations during the course of one full day at the conference.

The Appendices include the basic official documents in the development of counseling psychology as a specialty. A list of participating persons, institutions, and agencies is also appended.

The 1964 Conference on the Professional Preparation of Counseling Psychologists, already commonly referred to as the Greyston Conference because of its location at the Greyston Conference Center of Teachers College, Columbia University, in Riverdale, New York, had its origins in 1961, when it was suggested that the passing of ten years since the first and only national conference on training in counseling psychology made another examination of the subject appropriate. Harold Seashore, then President of the Division of Counseling Psychology, secured approval by the Division's Executive Committee for the planning of such a conference and Donald Super was appointed chairman of the Planning Committee.

During the presidency of Robert Waldrop an active effort was continued to find financial support for a full-fledged conference on professional preparation. A series of preparatory commissions was envisaged, which would have collected and organized the information needed by a working conference. The Executive Committee approved these comprehensive plans, but efforts to get APA support for the seeking of necessary funds were unsuccessful.

Under Albert Thompson's presidency, the decision was therefore made to plan a smaller-scale conference financed by the Division. Final plans were approved at the 1963 Philadelphia meeting of the APA by the Division's Executive Committee, funds were appropriated, and the Conference date was set for January 23-26, 1964, at the Greyston Conference Center. Under Irwin Berg's presidency, Super and Thompson continued to head up the work as co-chairmen, and then as co-editors of the Conference Report.

The revised plans called for prepared papers on selected subjects by appropriate leaders in the field (Francis Robinson, Joseph Samler, John Darley, Leona Tyler, Roger Myers, and Ralph Berdie). There was discussion of each major paper by invited discussants (Arthur Brayfield, Robert Waldrop, and Edward Bordin), and by the conference in plenary session followed by further discussion in small buzz groups. Commissions of seven to nine members each worked on the preparation of statements on training issues and on recommendations one day during the conference. These statements were the subject of an evening of synthesizing by the Conference Committee, and of a final report back to plenary session of the Conference. Preliminary approval of position statements and recommendations was thus secured as a guide for the editors, prior to submission of a written draft of the report. The written draft was then mailed to all Conference

Participants for their suggestions and concurrence, and to the Executive Committee of the Division for its approval prior to final editing and publication.

The invited participants in this conference included representatives from (1) all of the universities with APA-accredited programs in counseling psychology, (2) a sample of other departments which produce counseling psychologists, (3) a sample of employers of counseling psychologists (hospitals, college counseling centers, management consultants, community agencies), and (4) agencies which support training in psychology, in guidance, or in rehabilitation. Only three of the twenty-four accredited departments were not represented, one because of a last-minute emergency, the other two (they explained in some detail) because of lack of active interest. All but one invited recipient of educational psychology or guidance department invitations, all invited employers, and all invited government fund-granting agencies were represented; no invited foundations participated (see Appendix F for list).

The planning and conduct of this conference were made possible by the wholehearted and generous cooperation of a number of active Division 17 members. First, there is the series of Division Presidents and Secretaries who supported the project and kept it alive even when it did not prosper: Presidents Seashore, Waldrop, and Thompson, followed by Berg in the year of fruition, and Secretary Dorothy Clendenen. The first three served as ex-officio members of the Planning Committee and continued to play major roles after their terms of office, Thompson helping as Co-Chairman and Co-Editor. In addition, Frank Fletcher, Ralph Berdie, Henry Weitz, and David Tiedeman served as committee members, the first two very actively and the last two in ways compatible with being in remote places for substantial periods of time. Two graduate students in counseling psychology at Columbia, Stephen Bailey and Ralph LoCascio, rendered yeoman service as factorums during the conference, and the staff of the Greyston Conference Center made the three days on location in the Hudson Gothic mansion with the magnificent view of the Palisades as pleasant as they were productive.

ALBERT S. THOMPSON
DONALD E. SUPER

New York, July, 1964

Contents

PART I THE CONFERENCE

CHAPTER 1 *Recommendations of the Conference* 3

CHAPTER 2 *The Conference Report* 10

CHAPTER 3 *Issues Raised by Discussants and Participants* 27

PART II THE PAPERS

FRANCIS P. ROBINSON *Counseling Psychology Since the Northwestern Conference* 35

JOSEPH SAMLER *Where Do Counseling Psychologists Work? What Do They Do? What Should They Do?* 43

JOHN G. DARLEY *The Substantive Bases of Counseling Psychology* 69

LEONA E. TYLER *The Methods and Processes of Appraisal and Counseling* 76

ROGER A. MYERS *The Content and Character of the Training Programs in Counseling Psychology* 90

RALPH F. BERDIE *Assumptions Underlying Previous Recommendations for Graduate Education in Counseling Psychology* 104

APPENDICES

APPENDIX A	Recommended Standards for Training Counseling Psychologists at the Doctorate Level *(1951 Conference)*	111
APPENDIX B	The Practicum Training of Counseling Psychologists *(1951 Conference)*	122
APPENDIX C	Counseling Psychology as a Specialty *(1956 Report)*	133
APPENDIX D	Recommended Standards for Internships in Counseling Psychology *(1960 Report)*	140
APPENDIX E	The Current Status of Counseling Psychology *(1961 Report)*	151
APPENDIX F	Participants in the Greyston Conference *(January 23-26, 1964)*	163

Part I

THE CONFERENCE

CHAPTER 1

Recommendations of the conference[1]

Introduction to the Recommendations

Counseling psychology is organized to facilitate the development of the potential of all persons. The attainment of this goal requires that counseling psychologists be prepared to understand and to work with persons at all age levels in all stages of ability or disability, and in all types of settings. The emphasis is this specialty has been and will no doubt continue to be on adolescence and adulthood. It is recognized that counseling psychology must concern itself actively with social and economic issues affecting the contexts in which people develop and for which they must acquire appropriate repertoires of adaptive behavior.

This conference endorses the historic statements of the Division of Counseling Psychology on the roles and preparation of counseling psychologists, statements which are reproduced in the Appendices of this report. With these statements we agree.

The conferees further recognize that counseling psychology has significant overlapping interests with the related applied specialties of clinical, educational, industrial or personnel, and school psychology. The great majority, but not all, subscribe to the statement that counseling psychology has a special substance and emphases requiring preparation in a number of didactic as well as practicum courses which are not necessarily included

[1] This chapter brings together specific recommendations prepared by the Commissions of the conference and discussed at the final plenary session. The discussions leading to the recommendations are summarized in Chapter 3. The recommendations are presented thus separately in order to make them easily available, but are best understood in the light of the rest of the report.

in the preparation of other psychologists. This special substance consists of the educational and vocational, and less distinctively the familial and community environments of the individual, of the psychology of normal development, and of the psychology of the physically, emotionally, and mentally handicapped; the special emphases are on the appraisal and use of assets for furthering individual development in the existing or changing environment.

With these basic agreements, the following recommendations (the bases for which are developed in Chapter 3) are made by the conference, and are herewith transmitted to the appropriate boards, organizations, agencies, institutions, and to interested individuals.

It Is Recommended to Counseling Psychologists that They:

1. seek ABEPP certification, as well as professional approval as psychologists within the states in which they are employed, as soon as eligibility requirements are met
2. seek identification with and actively participate in the appropriate division of the APA, in state psychological associations, and in local or state counseling or student personnel associations
3. work with other appropriate groups and institutions in support of collaborative efforts to promote the realization of the potential of all persons.

It Is Recommended to the Division of Counseling Psychology that:

1. a study be made of methods and criteria for the selection of doctoral students in counseling psychology to provide universities with better guidelines for admitting appropriate students to the field
2. a brochure describing the field of counseling psychology be prepared for dissemination in undergraduate departments and high schools, to help overcome the lack of awareness at those levels of the existence and nature of counseling psychology as a specialty. The brochure should include information concerning the availability of various types of financial support for training in counseling psychology
3. more active steps be taken to increase the number and variety of training grants to students, to universities, and to internship facilities, with APA Central Office and Education and Training Board co-

operation, in order to strengthen the support and the appeal of training in counseling psychology
4. information on social and economic problems affecting student and client development and adjustment be more effectively made available to counseling psychologists, by means such as bibliographies and conferences on the problems of technological change, college characteristics, etc.

It Is Recommended to the APA, Together with its Appropriate Boards, that it:

1. analyze *convergent* and *divergent* trends in programs for the preparation of counseling and of clinical psychologists, evaluating the effects of these trends on the numbers, functions and roles of psychologists receiving degres in these more and less differentiated programs, in order to provide guidelines for future development
2. organize for dissemination, and make available through appropriate channels, data on hand on approved programs in counseling psychology, to clarify alternative types of training for the guidance of departments studying their programs and as an aid to students in the selection of institutions offering the type of program and emphasis desired
3. support the university departments in keeping requirements within reasonable limits, despite the conflicting demands of maintaining close ties with the basic core of scientific psychology, the more common requirements of training in all the psychological services, and the special needs of counseling psychology, in order to enable students to complete training in a reasonable period of time
4. develop explicit criteria for evaluating internships in counseling psychology (making use of materials already prepared by the Division of Counseling Psychology), evaluate internship centers applying for evaluation after the publicizing of the program, and publish an approved list of internship facilities (coordinating internship evaluation procedures with those developed for related specialties), in order to improve and stabilize the utilization of such facilities
5. analyze the roles, in producing counseling psychologists, played by a few departments of psychology which do not announce specialties, by departments of educational psychology, and by departments of

guidance in schools of education, with programs which have developed without the cognizance of the Education and Training Board, and consider the implications of the findings of such an analysis for its advisory and accrediting activities

6. plan and conduct a conference of appropriate persons, in view of the role of counseling psychology in meeting the mental health needs of college students, adolescents in transition from school to work, technologically displaced adults, the handicapped and disabled, and older persons in a rapidly changing and complex society, to consider ways of increasing the financial support necessary to the training of more counseling psychologists. The conference took special action on a resolution to this effect, transmitted on February 7 to the Executive Officer of the APA, as follows:

Whereas four million students in American colleges, preparing for leadership positions, cope daily with questions of roles and values in a world which is increasingly complex; six million adults, adrift in a rapidly automated economy, face aggravated problems of placement in the world of work while uncounted others are concerned with changing and sometimes conflicting roles; more than a million adolescents leaving high school with diplomas but not going on to college flounder and are uncertain because they, too, do not seem to fit in; and additional millions of Americans of various ages, handicapped by years of cultural disadvantage, stagnate in apathy or seethe in discontent; And whereas the mental health needs associated with these roles and conflicts are those with which counseling psychologists are peculiarly prepared to deal;

Be it resolved, by this Conference on the Professional Preparation of Counseling Psychologists, this 26th day of January, 1964, that the National Institute of Mental Health be asked to support a conference of directors of counseling psychology training programs and of appropriate representatives of the American Psychological Association, to consider the need for more adequate support of such programs, leading to the strengthening of their capacity to produce psychologists of a type and in the numbers required to meet these social needs.

It Is Recommended to Universities Offering Graduate Degrees in Psychology that:

1. information on the nature and functions of counseling psychology and on training and employment opportunities in this specialty be covered in appropriate courses and in other ways, to help overcome the relative ignorance of counseling psychology among potential students

2. counseling psychology programs not be developed, unless with full participation by psychologists with clear competence in and a career commitment to counseling psychology, so that appropriate faculty as well as internship role models may be available to students in this specialty
3. subject matter prerequisites for admission in counseling psychology programs (when such are offered) be flexible in view of the varied backgrounds and ages from which this specialty draws, even while encouragement is given for the early choice of the specialty
4. counseling psychology programs provide supervised professional experience beginning with the first year, even while ensuring the study of basic courses as early in the program as possible. Increasing professional responsibility can be given in the three or four year planned sequence of full-time study
5. counseling psychology programs permit the development of breadth of competence and of ability to work in the variety of settings in which services are needed (Vocational psychology has been and is an appropriate area of special strength and competence requiring depth of experience in at least one type of setting.)
6. attempt to facilitate exchanges of interns among institutions with captive internship facilities, leading to the publishing of a list of such exchanges, to help overcome parochial tendencies
7. early and continuing research experience be provided for students of counseling psychology, to develop habits of basing decisions on data and of seeking the data (in research or in case studies) on which to base decisions
8. the bases for university evaluation of faculty in the service fields be restudied, with the possibility that professional advancement may properly be based on various kinds of service contributions which are legitimate alternatives to the traditional research and publication requirement
9. responsibility for the preparation of counselors at the Master's level be assumed in cooperation with other departments, to meet rising demands for competent counselors which far exceed the potential number of doctorally trained psychologists
10. for doctoral candidates in counseling psychology, the existing doctorates of philosophy and education, with the research requirement, be continued for the foreseeable future. This conference is not

prepared to substitute a professional degree in psychology. This recommendation is not intended to discourage experimental programs in strong departments

11. the foreign language requirement for the doctorate be dropped, in recognition of the fact that its original intent was the development of skills needed in research only in certain fields.

It Is Recommended to Practicum Agencies and Internship Centers that:

1. the key figure (generally a coordinator or supervisor but not necessarily all supervisors) of the practicum experience of students of counseling psychology be clearly identifiable as a counseling psychologist, to provide an appropriate role model
2. practicum experience be a progressive sequence designed to provide early contact with real situations and persons, the handling of problems with which a degree of success is likely at the student's stage of professional development, familiarity with a variety of clients and settings, and the understanding and skill in working with one type of client in one kind of setting which will provide a sound basis for further professional development (It is recognized that this may mean an internship experience in a second type of setting. Variety of client is probably more important than variety of setting.)
3. the internship be organized to provide experience in appraisal, individual and group counseling, consultation with other professional persons, supervision of less advanced practicum students or less trained counselors, experience in dealing with other community agencies and with administrators, and first-hand contact with, if not actual experience in, research, all in association with appropriate role models
4. the effects of internship experiences on students be evaluated, both for the guidance of individuals involved and for the planning of university and of internship programs
5. the present pattern of predoctoral internships be continued as the standard program, but that experimentation with postdoctoral internships be approved when the university assumes responsibility for exercising appropriate control over the student's plans

It Is Recommended to Agencies Employing Counseling Psychologists that:

1. the establishment of increasing numbers of internships in counseling psychology by agencies which need the services of counseling psychologists be continued
2. the provision of adequate stipends for interns and of qualified supervisors with scheduled time for internship supervision is a legitimate use of regular agency funds as well as of special training grants, as it ensures both a supply of candidates for regular employment and a flow of new ideas and hence the improvement of services in the agency.

It Is Recommended to Agencies Supporting Training and Services in Psychology, Guidance, and Rehabilitation that:

1. consideration be given to the full and direct support of the professional preparation of counseling psychologists, as an effective means of meeting the developmental (educational, vocational, mental health) needs of large numbers of persons at all ages and in a variety of settings, through the direct service of the counseling psychologists themselves and through their contribution in training, supervising, and consulting with workers in related specialties and in conducting research.

CHAPTER 2

The conference report

The task of the editors of such a conference report as the present is a challenging one. It involves responsibility for bringing order out of semi-chaos, since in the give-and-take of a conference even reasonably intelligent and knowledgeable human beings do not always attack problems systematically and in logically organized fashion. A conference editor must try to organize isolated ideas into a meaningful structure without imposing his own private, idiosyncratic order. This we have tried to do in the following summary of the conference outcomes.

Counseling psychology itself is characterized by a lack of neat structure. In this respect, it does not differ from other specialized fields within psychology. Counseling psychology can be considered a young adolescent in the family of psychology, exhibiting such characteristics of adolescents as uneven growth, desire for independence coupled with hesitant clinging to the mother discipline, sibling rivalry, and vigorous striking out in independent action.

Counseling psychology as a field has unique as well as common characteristics. Historically, it has resulted from the union of vocational guidance and psychology, particularly differential psychology, the psychology of development and clinical psychology. It is thus as old as applied psychology itself. On the other hand, as a specific denotative term, it is a creation of the 1950's and is one of the youngest in the family of psychological specialties.

Except for the planned introduction of counseling psychologists into the VA Hospitals in 1952, counseling psychology has grown like Topsy. It has thus developed unevenly and idiosyncratically, spurred on by inner strivings of individual leaders or responsive to special demands made on

it in specific settings. Counseling psychologists are thus found in a variety of seemingly incompatible settings, and counseling psychology programs involve individuals with varying backgrounds. Yet the field has progressed despite the diversity and the members have enough in common to band together to attain shared objectives.

Although one of the purposes of the Greyston Conference was to bring more order into the situation, one must guard against the danger of premature and possibly unwise structuring. The following summary of the conclusions of the conference should be interpreted in this light.

During the conference, which was of the workshop type, independent committees were responsible for recommendations concerning large segments of the topics under discussion. Analysis of these commission reports suggested that the outcomes of the deliberations could be included under the following broad rubrics: (1) The Roles of Counseling Psychologists, (2) The Content of Professional Preparation, (3) Organizational Aspects of Training, and (4) Unity and Diversity. These rubrics form the outline of the conference report.

THE ROLES AND FUNCTIONS OF THE COUNSELING PSYCHOLOGIST

The review of developments in counseling psychology over the past decade by Francis Robinson and the 1963 analysis of the background, duties, and work settings of counseling psychologists by Joseph Samler provided the conference with perspective and data on roles and functions characteristic of counseling psychologists. From an examination of these papers by the conference participants during discussion sessions and from an analysis of the training issues identified by the workgroups or commissions, it was apparent that although there are emerging changes in the functioning of counseling psychologists, the basic objectives of counseling psychology as enumerated in previous statements of Division 17 are still valid.

For example, the following excerpt from the 1956 statement of the Committee on Definition appears equally true today:

> Currently the specialty of counseling psychology is approaching a balance among emphases upon contributions to (a) the development of an individual's inner life, (b) the individual's achievement of harmony with his environment, (c) the influencing of society to recognize individual differences and to encourage the fullest development of all persons within it. Although counseling

psychology leaves to other psychologists the major responsibility for treating psychological disasters, the counseling psychologist may be found working in the full range of social settings. He has unique resources, e.g., tests and other methods of psychological evaluation, for helping individuals to achieve harmonious relationships with their environments. He is willing to work directly with other persons and groups with whom his clients must deal outside of the counseling office. His goal is to further possible self-realization of those who live in a particular social setting. (APA, 1956)

The 1952 statement of the Committee on Counselor Training was more a projection of goals than a description of status at that time, and thus is more nearly true now than it was in 1952. In particular, this statement recognized the responsibilities of the counseling psychologist beyond and supportive of his service role, as shown in the following excerpt from that report:

Closely related to this matter of setting is the fact that doctorally trained counseling psychologists often carry administrative, supervisory, training, research, and public relations responsibilities. Thus, the counseling psychologist must be able to supervise the testing and counseling activities of the less intensively trained staff, to make diagnostic decisions regarding cases requiring collaboration with other specialists, and to interpret counseling functions to higher levels of administration, to other professional workers, and to the public at large. He needs to be skillful in working out effective organizational relationships and a favorable work climate within the total institutional setting. He must provide the leadership that encourages high productivity and morale among staff members. The counseling psychologist must also provide training for others both through supervision and formal teaching. There is a marked current need for counseling psychologists with sufficient breadth and experience to assume training roles in colleges and universities.

The activities of counseling psychologists and the types of clients and problems with which they deal place an emphasis on collaboration with people in many professional settings. These include teachers and educational administrators, physicians and psychiatrists, social case workers, group workers, other psychologists, community officials and administrators of social agencies, executives and other personnel in commerce and industry.

Finally, it must be emphasized that on counseling psychologists falls the chief responsibility for conducting the research upon which depends the possibility of more effective counseling. Any applied field needs roots in the basic scientific discipline which lends substance to its work. It is therefore imperative that psychological counseling remain firmly established within the orbit of basic psychological science and the related disciplines, and that counseling psychologists acquire the research skills which make possible the enlargement of knowledge. We feel strongly that research must continue as a basic job of

the counseling psychologist and that he must be trained accordingly. (APA, 1952)

Counseling psychology in 1964, in comparison with the early 1950's, is thus similar in scope and overall objectives but changing in emphases and in response to developing needs. Discussion at the 1964 conference frequently dealt with the increasing social demand for a wider variety of counseling services, and expressed concern, even pessimism, over the likelihood that the need could not adequately be met by the traditional procedure of individual counseling provided by doctorally trained psychologists.

Looking toward the future, counseling psychologists can anticipate more involvement with important and crucial domestic and international social issues, such as unemployment, educational handicaps, retraining, undeveloped and underprivileged populations, and delinquency. A current example is the all-out attack on unemployment and underemployment of the American labor force represented by the Manpower Development and Training Act and the Area Re-Development Act. These laws provide for retraining to make the individual more employable and to create a labor force better able to meet the technical skill demands of a changing occupational structure. It is already apparent that such retraining programs have limited long-term effectiveness unless there have been careful appraisal, screening, assignment, and counseling with the individuals involved. To turn the objectives of these programs into reality will require a tremendous expansion and upgrading of counseling services of the type with which counseling psychologists are frequently involved.

It was obvious from the conference discussions that, if counseling psychology is to play an important part in meeting these expanding needs, new role models and new ways of contributing to the situation have to be developed. More service will have to be provided indirectly rather than directly, by leadership in program development and by the training and

[1]One of the conference participants, Wesley Allinsmith, in a subsequent communication, elaborated on the large variety of services which counseling psychologists would be able to provide if the concept of increased range of activities and increased variety of types of services were really put into practice. In citing examples of "not only secondary prevention through alleviating conflicts and indecisions but also primary prevention through the enhancement of counselee's strengths and the provision of a catalyst in the maturation process," he listed over a score of applications of counseling and indicated that at least one counseling training program has placed advanced graduate students, under supervision, in settings not frequently used, such as courts, churches, and well-baby clinics.

supervision of counselors at sub-doctoral levels. Another extension of influence will be through the consultative rather than direct service role. Examples of this developing role were cited in a variety of settings (camping, business, welfare agencies, hospitals, educational institutions, and communities), and training programs are being organized with focus on this community-health, consultative role.[1]

The work of the counseling psychologist is distinctive in three main dimensions: client needs or problems, professional functions, and related technical procedures. The needs served, the functions performed, and the procedures utilized have elements in common with other branches of psychology. But the special combination of needs-functions-procedures in the work of the counseling psychologist, the types of people served, and to some extent the institutional settings, create a mode of professional practice rather clearly differentiated from that of other professional specialties such as those of the clinical psychologist, educational psychologist, school psychologist, or industrial psychologist.

The professional functions of the counseling psychologist are typically directed toward the *appraisal, orientation, development,* and *adaptation* of the individual in a social context. They include:

1. measurement and evaluation of the individual's potentialities
2. identification and clarification of commonly recurring problems
3. counseling of individuals, involving
   a. interpretation of appraisal and other information
   b. educational and vocational orientation
   c. facilitation of decisions and plans
   d. personal-social problems not requiring intensive depth-motivational exploration
4. group work on educational and vocational needs and problems
5. consultation with teachers, other professional workers, and parents
6. coordination and administration of programmatic activities within the job setting and with related agencies
7. collection and interpretation of environmental data
8. research and teaching, including in-service training.

As can be seen below, the fundamental rationale for and the emerging emphases in the roles played and functions performed by counseling psychologists have important implications for the nature and process of professional preparation in the field of counseling psychology.

THE CONTENT OF PROFESSIONAL PREPARATION

Specifications of the content of preparation are always difficult to make and, when made, are subject to misinterpretation. On the one hand, they can represent compilations of the current wisdom of presumed experts in the field and therefore serve as flexible guides for less experienced educators. On the other hand, they can be construed as premature freezing of a curriculum, inhibiting experimentation and serving as rigid standards of accreditation. Certainly the spirit of those attending the Greyston Conference was of the former rather than the latter type. As one participant subsequently wrote, recommendations for didactic training should not prescribe courses but should assume that a training agency is able to define its objectives and develop a plan designed to meet those objectives, thereby maintaining the academic freedom of the institution and yet requiring the responsibility which all of us have to follow our consciences while remaining accountable to our colleagues. The following description of the content of professional training in psychology should be interpreted in this light. It is not intended to be an outline of a total curriculum; the references made under the following rubrics are designed to be illustrative and interpretive, rather than prescriptive and comprehensive.

I. *Basic Psychology*

In accordance with the principle that counseling psychologists are members of the discipline of psychology, the professional preparation of counseling psychologists should include training in the foundations of psychology as a behavior science. Within this general framework, the differentiating interests of counseling psychologists tend to result in relatively greater emphasis on the following:

a. *developmental psychology,* with particular reference to the development of the normal human being throughout his life span as an individual and as a group member
b. *individual differences,* particularly in aptitudes, interests, and values
c. *personality theory,* with particular emphasis on the choice process, role exploration and role taking, the psychodynamics of vocational choice and of normal and abnormal adjustment, and the clarification of "possibility structure" (see Tyler's paper)

d. *learning theory,* particularly as it relates to changes in individual and group behavior and attitudes.

II. *Areas of Life Demands*

Since counseling psychology tends to be concerned with the everyday problems faced by individuals in meeting various life situations, the professional preparation of counseling psychologists should pay particular attention to the psychological demands made on the individual by his roles in the home, school, work, and community. If the facilitation of individual development and the maximizing of potential for life success and satisfaction are major goals of the counseling psychologist, he needs to understand the developmental tasks faced by individuals in various kinds of life situations. The professional preparation of counseling psychologists should therefore include more than the usual study of the following:[2]

a. *sociology,* with particular reference to the group process and the role of the individual in society
b. *the world of work,* with particular reference to occupational requirements, opportunities, trends, and psychological outlets for the individual
c. *education,* with particular reference to choice points, career development, occupational preparation, personal development, supervision of learning, etc.

III. *Research Methodology*

The counseling psychologist must be familiar with research design and the statistics necessary for carrying out experiments in substantive areas relevant to the field. Since he is frequently employed in service settings, he needs to be sophisticated in methods of investigation designed to evaluate the effectiveness of his work and services.

The training of the counseling psychologist should include early and continuous experiences in a variety of meaningful research projects so as to enable him to incorporate a data-oriented and problem-solving research approach into his practice.

[2]Professional preparation in counseling psychology should inculcate a concern with and an understanding of broad social, economic, and institutional problems. Suggestions for attaining this objective include (1) the compilation of an up-to-date list of books and articles about social and economic problems for use by counselors, possibly prepared by a Division 17 Committee in collaboration with related specialists and (2) having training institutions ask faculty members and community leaders to relate their knowledge to counseling problems.

IV. *Counseling Process*

Under this heading go all of the methods of facilitating client effectiveness in meeting life demands. The conference agreed that the practice of counseling psychology should embrace far more than the traditional functions of individual appraisal and counseling in individual interviews. Although there was strong reaffirmation of the need for expert competence in these basic functions, there was also the recognition that there are other important ways of facilitating personal and social development. In particular, references were made to the use of environmental resources, and to the consultative and sometimes supervisory role of the counseling psychologist in which he brings his psychological insights and skills to bear in helping organizations and individuals, both lay or professional, to deal preventively with situations which inhibit the optimal development of our society.

Professional preparation should involve the development of communication skills appropriate to counseling. We need to clarify and emphasize in both didactic and practicum training the processes of communication of data to, from, and with the client.

V. *Practicum Training*

The fundamental principles enunciated by the Committee on Counselor Training in its 1952 report on "The Practicum Training of Counseling Psychologists" still apply in 1964. This report (see Appendix B) described three levels of practica, namely, (1) pre-practicum laboratory experiences designed to acquaint the student counselor with basic tools and skills; (2) field work experiences designed to help the student relate his tools and skills to one another and to use them in the work setting of an agency; and (3) internship in an agency, the advance phase of practicum training in which the intern integrates his skills with a crystalizing philosophy of service to clients, to the agency, and to the community served by the agency.

Details on the background preparation for and on the nature of practicum experiences at these three levels, as described in the 1952 report and in the special 1960 report on counseling internship by the Committee on Internship Standards (see Appendix D), served as the basis for the conference discussions. Following are major points concerning practicum training resulting from the Conference Commission discussions:

A. *Purpose.* The purpose of the practicum is to enable the student under

supervision to assume progressively increasing responsibility in a planned sequence of practicum experiences. The sequence of roles might be as follows:

1. Observer
2. Technician (with tests and other sorts of appraisal data)
3. Participant in counseling cases
4. Participant in non-counseling activities, such as staff conferences, visits to related agencies, etc.
5. Professional responsibility for cases
6. Professional responsibility for consulting functions.

In addition to the traditional objective of acquisition of professional skills, practicum training should aid the trainee to develop standards of ethical behavior, to increase his sensitivity to himself and others, to acquire experiences and skill in consultation with others regarding individuals and programs affecting individuals, and to develop skills in understanding the influence of social environmental forces on individuals and in utilizing such forces to promote the development of individuals and groups.

B. *Practicum settings.* Practicum experience should be obtained in a wide variety of settings with diverse persons having varied problems and needs. Greater attention should be paid in practicum settings to work with unemployed, delinquent, displaced, gifted, retarded, and culturally and economically disadvantaged persons. Training institutions should develop a wide variety of internship experiences, in psychological, medical, industrial, and community settings as well as in the usual educational contexts. It was also suggested that training institutions introduce or increase provision for exchange internships in order to maximize exposure to a wider variety of counseling situations.

The issue of variety in practicum experience was one of the most discussed topics of the conference. Practically all the commissions agreed that variety was desirable, including variety in ages of clients, in problems presented, in settings, in skills to be practiced, in roles to be assumed and in ethical problems to be faced. There was not agreement, however, as to the implications of this need for variety when applied to the preparation of the individual trainee. Participants did not agree that, once a university sets up variety-producing opportunities, all trainees would be expected to run the gamut of these experiences, nor did they agree that every institution should be expected to provide a broad spectrum of practicum settings.

From the commission and plenary group discussions, it seemed generally agreed that a variety of *functions* of the counselor was the primary concern, regardless of the age level of the client or the particular type of problems presented. What need to be guarded against are the extremes, that is, a highly concentrated experience with a limited number of functions or types of counseling situations on the one hand, or, on the other, a superficial exposure, cafeteria style, to the entire gamut of clients, settings, and problems in which counseling psychologists conceivably could operate. The obvious weakness of the first extreme is its narrowness and dependence upon the ability of the trainee to generalize from his narrow experience, and the obvious weakness of the latter is the dilettante, superficial approach which such an exposure might engender.

The conference discussion makes it clear that practicum training is an area of professional preparation which needs careful attention and vigorous experimentation. Those responsible for the preparation of counseling psychologists are urged to experiment and share the results of their experimentation with others.

C. *Supervision of practicum.* The crucial determinant in any practicum program is the quality and amount of supervision. Supervisors should combine ability in both practice and research, substantive knowledge of both general and counseling psychology, and skill in the special teaching relationship between supervisor and student. Trainees in practicum courses should work with supervisors who are readily perceived as role models, i.e., as counselors who can and do counsel.

An important aspect of practicum supervision is the dual responsibility of safeguarding the welfare of the client with whom the trainee is working and of assigning realistic practicum activities which are appropriate to the stage of learning of the trainee. This requires a careful analysis of the trainee's strengths, weaknesses, and training needs.

D. *Coordination between training and practicum agencies.* Closer attention needs to be paid to effective liaison between the universities and practicum agencies. Some internships are full-time remote assignments, arranged primarily through correspondence, in which the trainee has little or no contact with the university for a full year. In other cases, internships may be part-time in a campus counseling service, in which the university staff provides direct supervision in the practicum as well as didactic training in the classroom. If the recommendations for a greater variety of experiences are implemented, new patterns of liaison will have to be

developed to insure that the sequence of practicum experiences is integrated and meaningful.

It was pointed out that universities too seldom provide support to practicum settings and too rarely have a coordinator of practica. Training programs should assign to specified individuals responsibility for coordinating practicum experiences, and this assignment should be regarded as part of the staff member's regular work load. The practice of involving the practicum supervisor in the university's program by appointment as adjunct instructor or clinical professor should be further explored.

E. *Integration of didactic and practical training.* While programs for the training of counseling psychologists have rarely exhibited sharp cleavage between didactic courses and practicum activities, the Greyston Conference stressed the need for close integration of course work, skill training, and professional experience.

Practica should be scheduled early and should be continuous, with an emphasis on responsibility from the very beginning. An alternative was proposed to the traditional model in which the first graduate year is spent entirely in the "basic science," the second year mostly on laboratory practice in some basic skills, and the third or fourth in an intensive internship experience. In this alternative model, all areas of graduate training would be developed from the beginning until the end of the student's graduate program. Professional training in laboratory and practicum courses need not wait upon completion of didactic courses; with ingenuity the two can be integrated so as to proceed simultaneously throughout the entire four years.

Similar attempts at integration could be made between training in research and in the basic core of scientific psychology. To be effective, this approach requires that practicum and internship supervisors be qualified in all areas of counseling psychology or work closely with other course instructors. Discussion brought out the fact that several programs were already successfully experimenting with this pattern.

The various Commissions did not attempt to advise how the student's time in each year should be allocated. The main concern seemed to be that the core of general courses, the core of professional courses, and the practicum units and activities should not be rigidly blocked and certainly not arranged in rigid time layers. All phases of training should progress concurrently in a balance appropriate to the local situation.

The problem of variety of training experiences is not just one of quantity. Rather the goal is to insure that training leads to the development of competence and a feeling of confidence in the student in relation to probable demands upon him as a professional. The expectation is that the variety will lead to educational gains for the student through predetermination of purpose, and through control, supervision, and grading on the part of the university. Variety is dangerous unless accompanied by safeguards which insure quality of outcome.

ORGANIZATIONAL ASPECTS

I. *Training Levels*

The Conference Commissions reiterated the general principle that the counseling psychologist requires preparation at the doctoral level and the previous section of the report dealt with the content of professional preparation at that level. As mentioned above, however, there was clear recognition of the fact that the need for counseling, now and increasingly in the future, cannot alone be met by the traditional one-to-one counseling relationship established by doctorally trained psychologists. There is need both for an expansion of role at the doctoral level and for the provision of sub-doctorally trained counselors to work in a variety of settings and to perform a variety of functions. To this end, the conference recommended that training institutions consider seriously the institution of two-year professional training programs at the graduate level leading to a Master of Science in Counseling, a Master of Psychology degree, or some other certification of competence. These programs should emphasize a professional-service orientation, the development of counseling skills, and training in relevant content areas, such as psycho-social adjustment factors and personality functioning and development.

The preparation should also stress definition of the professional roles appropriate for the type and level of training involved and for the types of supervision available in various work settings.

A. *Post-doctoral training.* There is also a need for more formally organized post-doctoral training and in-service professional development. As yet, post-doctoral training in counseling psychology has been largely restricted to post-doctoral internships under Veterans Administration auspices, designed to develop counseling skills in psychologists otherwise trained. Training institutions were urged to set up a variety of post-

doctoral training experiences, including not only full-time or part-time internships but also short-term institutes designed to maintain professional skills on the part of practicing psychologists and to encourage familiarity with current developments in the relevant aspects of the science of psychology.

B. *Labels and locations.* Counseling psychology, as are other specialties in psychology, is in the throes of the interacting and sometimes conflicting goals and demands of psychology as a science and as a profession. These conflicts and interactions reflect themselves in differences of opinion concerning the professionalization of psychology, plans for certification of individuals or programs by statutory or non-statutory groups in the interests of protection of the public, and proposals for the granting of a professional degree (such as Doctor of Psychology) rather than the traditional Ph.D.

As described in the paper by Roger Myers, professional preparation in counseling is already developing under two auspices, namely, that of graduate Departments of Psychology and that of Schools or Departments of Education. The Greyston Conference did not make a strong recommendation concerning the future direction of training in counseling psychology with respect to "label and location." It can be inferred, however, from the specific recommendations concerning the scope and variety of training experiences and settings considered desirable, that there would be no fundamental objection to a professional degree granted by a professional school so long as sound training in the science as well as the profession were provided and competence in research as well as the service aspects of counseling were assured.

II. *Selection, Recruitment, and Support of Students*

A. *Selection of students.* It was apparent from the discussion that current information concerning methods of selecting trainees for counseling psychology is not readily available. It was therefore recommended that a survey of present methods of selecting students be made and that the Division's Committee on Education and Training be asked to undertake this task.

In general, the belief is that counseling psychologists, in comparison with other psychologists, are older at the time of receiving the doctorate, and typically have had a variety of work experiences before coming to doctoral training. Their interest in counseling psychology appears to

crystallize at various age levels. Although this tendency creates problems in terms of selection and in the development of a sound foundation of basic psychology (particularly since their undergraduate training in psychology may have been sparse and largely forgotten), the benefits resulting from maturity and exposure to reality testing in the situations which clients bring to the counseling psychologists were looked upon as desirable. Raising or changing admissions requirements should not result in an unwise narrowing of the range of persons given an opportunity to become a counseling psychologist.

B. *Recruitment of Students.* Counseling psychology as a specialty is less visible than some of the older specialties and therefore at a disadvantage in recruitment. Following are suggestions designed to increase the supply of qualified applicants:

1. more explicit reference to materials on counseling psychology in introductory undergraduate courses
2. preparation of brochures and circulars of Department of Psychology or Education which describe their counseling psychology training programs in detail so that prospective students will be made aware of differences in the orientations and curricula of different institutions
3. establishment of additional stipends for training in counseling psychology (Particularly appropriate for counseling psychology would be training grants from agencies such as the U.S. Office of Education, U.S. Department of Labor, National Institute of Mental Health and Vocational Rehabilitation Administration, for training counseling psychologists to meet ever-increasing needs in colleges and universities, employment service agencies, community mental health programs, etc.)
4. appointment of a Division 17 committee to prepare a brochure describing the opportunities in counseling psychology in an effort to attract more and better qualified candidates to training programs
5. attention to the problem of securing support for the training of research specialists in counseling psychology, and to the problem of drawing from all of psychology research findings of particular relevance to counseling psychology
6. division sponsorship of the collecting of information about sources of financial support and appropriate dissemination of such information.

III. *Staffing*

Because the personalities and career commitments of the training staff have significant effects upon training experiences and ultimate careers of students in counseling psychology, it was recommended that:

1. at least one staff member in every counseling psychology training program have a career commitment to counseling psychology and maintain competence in counseling skills, preferably by continuing counseling activities
2. anyone supervising field work or internship have had substantial counseling experience and currently be engaged in counseling.

The interpretation of the phrase "currently be engaged in counseling" was subject to considerable discussion. Some felt that active supervision involving detailed discussion of cases of clients being counseled by trainees was sufficient to maintain one's own skill and insight into counseling. Others, however, felt that only by continuing direct contact with clients can professional skills be maintained. Although the issue was unresolved, there was agreement on the basic principle that anyone responsible for supervising the counseling process of trainees should insure that his own counseling skills were maintained.

A related issue is the competence of supervision in internship settings. Under ordinary circumstances, it is expected that the supervisor will himself be a qualified counseling psychologist. However, to meet the variety of practicum experiences recommended in previous sections of this report, it may be necessary for the trainee to be under the direct supervision of a psychologist in a related area or even a representative from another profession, such as psychiatry, social work, etc. Under such circumstances, there is need for close liaison between the university and the internship.

IV. *Time Requirements*

A number of the conference participants were concerned about the effect of the recommendations upon the length of time which would be required to complete a counseling psychology training program. They were appreciative of the dilemma which arises when expansion of a program to meet ideal standards runs into the practicalities of life. There was general optimism, however, that the objectives could be met creatively. A rigorous examination of current methods and programs would result in

elimination of curricular deadwood. The development of more efficient methods would increase the quality and scope of training while retaining the current four-year didactic and practicum program in a degree-granting setting.

Trainees should be encouraged to complete the training program on a full-time basis in so far as possible. Full-time study reduces the total calendar time necessary to complete the training but raises the related issue of financial support to the trainee during the full-time study.

UNITY AND DIVERSITY

Running throughout both the papers and the group discussions were the themes of unity and diversity within counseling psychology. On the one hand, attempts were made to identify the common threads which hold counseling psychology together and which weave the pattern distinguishing it from other fields of psychology. On the other hand, there was emphasis on the variety of backgrounds and interests of counseling psychologists, and on the variety of functions performed and settings worked in by counseling psychologists. This variety created both challenge and frustration as the diverse but fairly representative group of counseling psychologists attending the conference discussed the issues.

Interesting evidence of this paradoxical unity and diversity came from the results of an exercise in curriculum building carried out by one of the participants. Clay Gerken had prepared brief descriptions of 55 courses given in nine departments of his institution. Twenty-six of the participants at the conference sorted these course descriptions into five piles representing a scale of importance for training in counseling psychology.

Courses receiving median scale values representing "indispensable" included Counseling Practicum, Counseling Process, Occupational Information, Theories of Personality, Mental Measurement, Techniques of Personality Assessment, Statistical Methods, Seminar in Guidance and Counseling, and Individual Mental Measurement. Agreement, in terms of low variability of ratings, was fairly high, particularly for the first four listed above.

Equally interesting was the lack of agreement about the desirability of courses primarily "clinical" in nature. Of the courses whose median ratings fell in the "appropriate," "very desirable," or "indispensable" categories, the four with the highest variability (representing greatest differ-

ence of opinion) were Clinical Practicum, Therapy in Clinical Psychology I and II, and Clinical Psychology.

Other course titles and descriptions which yielded wide variability in ratings were Educational Measurement, School Counseling, Advanced Educational Psychology, Psychology of Adolescence, and History of Psychology. These rated relatively low in importance (categorized as Desirable Electives) but with wide variability were Child Psychology, Techniques of Guidance, and Psychology of the Emotions.

One should not generalize too widely since the data are sparse and reflect the course structure of one institution. But from inspection of the resulting scale values it is apparent that the top-rated courses are those primarily in the basic science of psychology and in measurement and counseling techniques. Courses in related areas of psychology and in related disciplines fall lower in the scale. The fact that no one area of related knowledge, except occupational information, falls high in the over-all rank order may reflect the variety of interests and goals of counseling psychologists and therefore the diversity of related courses taken to supplement their basic training in psychology. In the light of the emphasis, during the conference discussions, on knowledge of environmental demands and reality pressures, it is somewhat surprising that at least some courses in related disciplines did not receive higher median ratings.

One can legitimately draw an optimistic conclusion from the combination of unity and diversity represented by the conference discussions as a whole and by the data from the above study. With a strong unifying base in psychology as a discipline and with the common goal of facilitating success and satisfaction in meeting developmental tasks of life, the diversity of interests in settings, problems, types of clients, and functions performed should be conducive to vigor and viability in the counseling psychology of the future. What will actually happen will depend on our ability to derive strength from variety and to achieve unity *in* diversity.

REFERENCES

American Psychological Association, Division of Counseling Psychology, Committee on Definition. Counseling psychology as a specialty. *Amer. Psychologist,* 1956, 11, 285.

American Psychological Association, Division on Counseling and Guidance, Committee on Counselor Training. Recommended standards for training counseling psychologists at the doctorate level. *Amer. Psychologist,* 1952, 7, 176.

CHAPTER 3

Issues raised by discussants and participants

The members of the conference decided to examine, as objectively as possible, issues which might normally be by-passed because they are difficult. Accordingly, this section of the report deals with issues which appeared in the discussions but which are not directly dealt with in papers and in the formal statements of the commissions.

THE IDENTITY ISSUE

Identity, it was brought out, is no longer an issue with many counseling psychologists, although it is still real to some. Counseling psychologists are no longer a group of people in search of a professional identity, but rather a group, some members of which have identity problems. The problems of role and function are not completely solved, but most counseling psychologists do have a sense of being, of establishment and of involvement. Although Darley's introductory statement and one or two commissions still reflect lack of confidence in professional identity, Samler's paper brings out the feeling of establishment and Brayfield's discussion supported it. Brayfield even underlined the fact that, compared to some specialties and to clinical psychology in particular, counseling psychology is a stable, even a tranquil, field: it is social and cooperative rather than entrepreneurial and competitive, educational and developmental rather than medical and remedial, and hence it has fewer and less acute legal, ethical, and status problems. It has a minimum of problems with *other* professions. Although it may at times have difficulties of differentiation of roles or of training requirements with clinical psychology, i.e., problems of identity

within psychology, these have been of minor consequence since the Tyler–Tiedeman–Wrenn Report dispelled the self-doubts raised by the Education and Training Board's questioning of the fact of counseling psychology's existence. *Cogitamus, ergo sumus.* Discussion in several of the smaller groups supported this feeling of professional self confidence, and it appears that if some others still doubt the existence of counseling psychology, they are now, confronted with the facts assembled by the Tyler committee, less certain that their doubts are warranted. The task of adequately communicating this fact of identity to others remains, however, to be done.

OFFICIAL SUPPORT

Active and understanding official support is another matter. The APA Central Office, its major Boards and Committees, and some of the national organizations which support training in psychology are unclear as to the nature, role, and contribution of counseling psychology, ambivalent in their actions affecting its development and functioning, and at times even apparently resentful of the need to give it time and thought. The evaluation of counseling psychology training programs by visitors who are not counseling psychologists and who are often frankly not informed or concerned about the field, and the handling of decisions concerning support of counseling psychology by boards and committees which are dominated by a concern (friendly or otherwise) for clinical psychology, have been symptoms of this lack of understanding of and support in key quarters. This is especially difficult to understand at a time when the contribution of psychology to the effective functioning of normal people is being stressed. As *individuals,* counseling psychologists are in demand, serving on APA, NIMH, NSF, and other committees and panels, and as key staff members. As a *specialty,* counseling psychology suffers from discrimination. Perhaps the educational, as contrasted with medical (clinical psychology) and natural science (experimental psychology), origins and affiliations of many counseling psychologists are the cause of xenophobia. Perhaps counseling psychologists have been too modest in speaking for their field.

The unfortunate effects of this lack of understanding and support of counseling psychology have been especially important in the approval of training programs in the universities. Departments which were not yet ready to obtain approval for clinical programs in some instances obtained approval in counseling, despite the lack of strength in counseling, and later added clinical, putting their resources and their energies into developing the latter specialty. Other departments obtained approval of programs in both specialties, although they did not differentiate between the two fields. This happened despite the guidelines laid down earlier at the Northwestern Conference. Boards and committees typically gave higher priority to consideration of clinical training and support issues, often quite legitimately (as in internship evaluation), with the result that counseling training was bypassed.

UNIVERSITY SUPPORT

It was brought out in a number of discussions that university support has been equally uneven and at times lacking. Counseling psychology training programs have been launched, and approved by the Education and Training Board, in which there has been no active participation by even one clearly identifiable counseling psychologist. In one institution a joint appointment in psychology was nominal and the counseling psychologist's energies were completely absorbed by another department. In another instance the counseling psychologist was located in and identified with the counseling center rather than with instruction, working in virtual isolation from a psychology department in which clinicians spoke for counseling. In such situations students have not been attracted to the programs, in decided contrast with the institutions in which counseling psychologists have had primary identification with the relevant instructional department and with the field of counseling psychology. Role models are important, and they have too often been lacking.

Financial as well as psychological support is also important, and it was suggested by many that the greater availability of financial aid to clinical students (despite helpful efforts by the VA and the VRA), especially in the first year, has handicapped recruitment in counseling. This has apparently been particularly true in the departments with programs which are undifferentiated in content and in staffing. It is in such departments that such counseling students as could be found have tended to be rejected clinical applicants still aspiring to be clinicians.

The breadth and focus of programs of preparation in counseling psychology were also discussed. Some participants suggested that the focus on vocational psychology as the distinctive component of counseling should be sharpened. In his discussion of Tyler's paper, Bordin stated: "The coun-

seling psychologist's main contribution, I submit, is that he gives full attention to a significant neglected portion of the individual's life, the work part." Others asked that other content which is important if not unique in counseling psychology be identified and further stressed. Still others expressed the hope that the field would, in establishing its own identity, remain broad and retain the capacity for change. It was noted that counseling psychologists tend to talk about new roles at all stages of the life span and in community mental health more than to develop them.

Bordin also warned that "counseling psychologists . . . in their aversion to pathology-oriented views of human functioning, (may) lose sight of the fact that . . . some of the important efforts to illuminate man's constructive functioning are coming from psychoanalytic theories . . ."

Breadth and scope, with varying emphases both between and within departments, were urged by a number of participants in the informal discussions. It was noted that Samler's data emphasize the importance of vocational psychology, and that we should not derogate the unique knowledge and skills which have made us welcome in many settings. At the same time, it was pointed out that a broader definition of our uniqueness specifies knowledge of the environment, skill in the use of community resources to further individual development, and a stress on promoting the use of capacities for personal effectiveness. University support in including the study of anthropology, sociology, economics, and the use of community resources in counseling psychology programs, even at the expense of traditional psychological content, was considered essential by many.

The directions in which counseling psychology training is moving were reviewed. Data were cited, showing that social psychology has begun to attract increasing numbers of Division 17 members. Participants asked whether counseling psychology is becoming increasingly different from, or more like, clinical psychology. Is the internship, as a few departments claim, the only real difference? Most participants rejected this last position. It was pointed out that as financial support from the VRA has become available and as increases in the counseling staff have been made possible, programs have become more distinctive, emphasizing the appraisal and utilization of client assets and the playing of a consulting role. A number of participants who are familiar with well-staffed counseling psychology programs concluded, from the discussions, that those responsible for programs which differ only in the internship could benefit from an examination of the more distinctive programs.

COUNSELING — PSYCHOLOGY OR EDUCATION?

The academic base of counseling psychology was a question which came up a number of times and in a number of contexts. It was reported that about one-half of the members of the Division of Counseling Psychology earned their degrees in programs other than those approved by the APA, a trend continuing even among younger members. In some universities large and well qualified staffs of counseling psychologists are located in a department which is not the department approved by APA for granting a degree in counseling psychology; the approved department is a department of psychology, and the counseling psychologists are in departments of educational psychology or of guidance in the school of education. This fact impressed conferees as an odd state of affairs.

It is not surprising that many recipients of the doctorate who later join Division 17 are produced by departments which are not on the APA list, for these are the departments staffed by counseling psychologists. Counseling psychologists are produced by counseling psychologists. Here are facts which APA, the Education and Training Board, and Division 17 have failed to confront.

Why is Education more hospitable to counseling psychology than Psychology itself? Is counseling psychology really an educational specialty which should be fostered under educational rather than psychological auspices? Is the service emphasis incompatible with the scientific? Does Psychology want to exercise the responsibility which it has assumed, does it want to abdicate, or will it continue to do neither effectively?

Related to this issue is that of counseling psychology and the sub-doctoral specialties. It was pointed out a number of times that, among doctoral programs, counseling psychology is almost unique in its recognition of and concern for the related sub-doctoral specialties, in this case vocational guidance and school counseling. Teachers and counselors, for example, are trained to work with people, i.e., in applied psychology. How well they are trained depends partly on the training activities of psychologists, and how well they work depends partly on the cooperative work of psychologists. Counseling psychologists play important roles in research,

theory, training, and administration in guidance and in related educational fields. Relationships between psychology and education have not always been smooth, but in counseling psychology they have been close and effective. Methods of improving these working relationships, it was brought out, still need to be found and used. In this respect counseling psychologists seem to be leading other psychologists — perhaps this is both the cause and the effect of being as much at home in schools of education as in departments of psychology. This dual role, this ambiguity, is actually the ability to bridge a gap between two important fields. The ability to bridge this gap should be an asset for both psychology and education to exploit, for psychology is one of the foundations of education.

Part II

THE PAPERS

FRANCIS P. ROBINSON

Counseling psychology since the Northwestern Conference

What has happened to us since the Northwestern Conference some thirteen years ago? That conference worked on standards for Ph.D. training to provide for the first time a broad and unified view of our field. With one-third of our members lacking the doctorate (*Counseling News and Views,* November 1950, p. 10) and an evident need for better trained counselors, the conference aimed to give direction to the then developing university programs. A subcommittee prepared a preliminary document, aided by an APA subsidy of $500. The working paper was reviewed in detail and approved by the conference, the conference report was discussed at the 1951 APA meeting, passed upon by the Divisional Executive Committee, and published as an official paper (APA, 1952).

This committe report has loomed large because of the impetus given by wide-spread collaboration in its development, by its direction-giving nature, and by its immediate application in the setting up of the Veterans Administration program in counseling psychology (Moore & Bouthilet, 1952). This subsidized training program helped set the Ph.D. standard for counseling psychologists, increased the number and subsidized the training of advanced graduate students in counseling, and lent support to depth and breadth in our conceptualization of professional education.

Our field has shown remarkable growth in the past thirteen years. The division has always been one of the largest in APA, varying between second and fourth place in size. Between 1950 and 1960 our numbers increased 61 per cent; the 1963 *Directory* lists 1,211 fellows, members and associates for Division 17 (APA, 1963). We work in an increasing variety of settings as counseling psychologists. Training programs in re-

habilitation, school, and pastoral counseling have made use of personnel and ideas from our field.

Other signs of professional development also appeared (*CNV,* June 1960, pp. 4–11). Some early effort went into nomenclature. Division 17's first name of "Counseling and Guidance" was a hash of two common titles. Milton Hahn led in getting our name changed, in 1953, to that of Division of Counseling Psychology. To many of us, then, this name did not sound right but today it is commonly accepted and often borrowed by status seekers as we used to borrow the terms clinical and psychotherapy.

Other developments included the setting up of a Committee on Psychological Terminology in Counseling in 1953, and the starting of the *Journal of Counseling Psychology* in 1954. The success of this independent journal is in itself a sign of the development of the field. The year 1954–55 was a stocktaking and evaluative period. A Committee on the History of Division 17 was appointed so that the details of early developments would not be lost; a Committee on the Definition of Counseling Psychology was charged with noting changes since the Northwestern Conference and with projecting future developments (APA, 1956). In 1955 the setting aside of $1,000 for a future conference of importance was a sign of reaching middle-aged security (*CNV,* November 1955, p. 2); eight years later this is the conference! Since 1955 a succession of ad hoc committees have studied the progress of our division, e.g., the Committee on Divisional Functions (APA, 1958) and the Committee on the Current Status of Counseling Psychology (APA, 1961).

Various events and conditions led to these committee ventures. The APA Policy and Planning Committee suggestion that the divisional structure be simplified stimulated self studies (*CNV,* November 1954, p. 5; Sanford, 1955). Analyses were made of overlapping membership, of the size of the group belonging only to Division 17, and of answers to a forced-choice questionnaire asking about affiliation if one could belong to only one division (APA, 1958). Factor, cluster and similarity analyses were also carried out of patterns of affiliation within APA (Adkins, 1954; Sakoda, 1955; Sanford, 1955; Thorndike, 1954; and Wrigley, 1957). These varied studies generally showed that counseling psychology is an independent area and that it has a large core of members who feel primary loyalty to it. Even in 1950, early in APA divisional history when it was easy to belong to many divisions and people liked being broadly affiliated, over one-third of Division 17's members belonged only to it (*CNV,* 1950, No. 1); since then, as Samler's paper shows, the custom among new members of APA is more and more to belong to only one division (or, to *no* division) (APA, 1961; Peterson & Featherstone, 1962).

Because in 1958 one quarter of our members belonged to Division 12 (APA, 1958), because counseling has close working relationships with clinical psychology in VA hospitals, and perhaps as a result of the strength and wealth of clinical psychology, particular attention has been given over the years to our relationship to this latter field. It is generally agreed but equally generally ignored that we have affiliations with many divisions, and actually we have greater *proportional* overlaps with the memberships of seven other divisions than with Division 12 (*CNV,* 1950, No. 1, p. 12; Hahn, 1955). The percentage affiliated with Division 12 is in part a function of its large size in the APA.

Happily the flurry of attempts to simplify APA structure seems to have died down; in turn we witness an avalanche of new divisions. Many of us have now cut the umbilical cords of earlier affiliations, and we stand now a more unified group, ready now to give attention to where we are going (APA, 1961; *CNV* 1962–1963, No. 2, p. 5–8; Berdie, in press; editorials in the *Journal of Counseling Psychology*).

Although these data of growth in size and in unity of purpose indicate a healthy organization, indications of weakness also exist, and some people have viewed our field with gloom. During the 1947–1961 period "only" 32 persons passed the ABEPP examinations for the Diplomate in Counseling Psychology (Yamamoto, 1963). Other data suggest that this finding merely means that few counseling psychologists engage in private practice and so few feel a need for the Diploma. While we have gone into many new work settings, a large proportion continue to work in colleges and universities, e.g., 50 per cent in 1948 (Dreese, 1949), and 55 per cent in 1961 (Yamamoto, 1963).

Since about 1958 various persons have commented on the small number of graduate students in counseling psychology and on the small number applying to read papers at APA meetings under Division 17 auspices. Both seem indicative of a drying up of the influx of members and of ideas (*CNV,* November 1958, pp. 5–6; August 1959, pp. 3, 6; 1960-1961, No. 2, pp. 4–11 and No. 3, pp. 10–11). The facts that some training programs attract large numbers of students and that our journal flourishes suggest this should not be looked at as a general trend, but rather that attempts should be made to find reasons for such variations.

One factor is the low status, among students and other psychologists, of counseling psychologists when compared to other Ph.D. psychologists (Granger, 1959; APA, 1961; Brigante, 1963; Porter & Cook, in press). We need to give attention to educating our fellow psychologists concerning our contributions, and we need to improve our standards and our foundation in research.

Are we attracting nurturant individuals who make good counselors but poor research workers (Grater, et al., 1961)? The median age at which our members earn the Ph.D. is 36 (Yamamoto, 1963) but the median age for APA in general is 31.2. Thus productive years are lost (Pressey, 1962); 20 per cent of Ph.D. graduates from APA approved counselor-training programs do not join APA and 60 per cent of the rest never bother to join any division (Peterson & Featherstone, 1962)!

Is the dominance of a few institutions another factor? Two studies, one in 1948 and the other in 1961, show that over half of our members obtained the Ph.D. from six universities (Dreese, 1949; Yamamoto, 1963). If our contribution is important, should we not have more missionary centers? Some progress may be being made here: Goodstein (1963) notes that in the first four volumes of the *Journal of Counseling Psychology* the top six universities contributed 27.5 per cent of the articles, compared to only 23.4 per cent in the next four volumes; furthermore, only two universities are in the top six for both periods.

While VA support and Education and Training Board evaluation have increased and in some ways improved training facilities, they may also have been sources of difficulty. VA training is oriented toward hospital work, and its presently integrated psychology service has tended to blur distinctions. Paterson and Lofquist (1960) found that many approved university programs make little differentiation between clinical and counseling training. (Myers' paper brings us up-to-date on this point). It may be that in an attempt to orient toward hospital treatment many of the 24 approved programs in counseling psychology fail to deal with the central core of our field. For instance, Yamamoto (1963) notes that, of the six universities awarding the most Ph.D.'s to Division 17 members, only half have APA approved programs in counseling psychology. Paterson and Lofquist (1960) note that the topics covered in ABEPP examinations for the specialties of clinical and counseling differ little; the Division recently protested ABEPP oral examinations in counseling psychology conducted without adequate representation by our specialty (*CNV*, 1962–1963, No. 1, p. 4). While thus often lumped with clinical psychology by APA agencies, we are excluded from opportunity to obtain certain important training and research grants (*CNV*, December 1960, p. 5). This feeling of the need for change by APA and other agencies was recently restated in the *Journal of Counseling Psychology* (Super, 1963, p. 412).

Various reports on divisional membership turn up another thought-provoking statistic. In 1948 the median age of Division 17 members was 39 (Dreese, 1949); successive reports show an increasing average age and Yamamoto's (1963) tabulation of the 1961 *APA Directory* shows a median of 48 years. This increase in median age, i.e., 9 years, represents seven-tenths of the time spanned, i.e., 13 years! My own 17 per cent sample of the 1963 *Directory* shows that our typical member is four years older than the median member of other divisions! Worried divisional officers have urged that we bring in young, new blood. However, two points help explain part of this gain in age. First, higher admission standards for the APA have generally raised the age of entrance. Furthermore, new movements tend to be started by young people; the median age of the Northwestern Conference's founding fathers was only 38 years. As older members have become grandfathers the median age has gone up, in spite of the young people coming in. In 1961 Tiedemann and Mastroianni found "that these new members are somewhat younger, on the average, than those studied earlier" (APA, 1961, p. 3).

The question remains, are we getting enough young members? Two studies show that only 8 per cent of our total membership is under 36 years of age (APA, 1958; Yamamoto, 1963). My random sample of our divisional membership in 1963 shows 14.5 per cent under 36 years of age, as compared with 19 per cent in other divisions. It may be that the Ph.D. as an admission standard to APA, particularly in the case of our typically late Ph.D., prevents energetic young people from contributing to divisional activities (Pressey, 1962). Our problem is to get more young APA members to join and to be active. The 1963 Division 17 symposium on "Whither Counseling Psychology? Views of Neophytes" is one such step.

When young leaders start a movement, they tend to continue in control and so to prevent the normal entrance of new leaders. As a result the rising generation sometimes sets up new organizations to implement its ideas. This may be a useful means of development, but an organization should also fit changing situations. Hahn early warned of the danger of an inner circle preventing growth in our organization (*CNV*, November

1953); a 1958 constitutional amendment limited the number of terms for which certain Division offices could be held. Past officers have made a consistent effort to become informed about good, new people, but as a rule the known producer is the person appointed to a committee.

Governmental appropriations to increase the number of trained counselors usually designate some particular type of client. While it can be argued that all such counselors should have the same basic training, the net effect is that the staff and trainees in each program feel that they need to band together to discuss their common problems. In the case of the VA training program this has worked out well within the framework of Division 17. In the case of the VRA, a separate division (Number 22) was set up in APA despite the work of a series of committees on rehabilitation training since 1953. Could Division 17 have been more flexible in working with developments in the rehabilitation field? NDEA appropriations to train secondary school counselors have been aimed at the master's degree level, at trainees who are not eligible for APA membership. But secondary school counselors will soon be expected to obtain sufficient training; those who qualify and who so desire should be welcomed to Division 17. In 1961 only 8 per cent of our members worked in schools (Yamamoto, 1963). We should develop a program to attract and hold qualified school counselors rather than encouraging them, through neglect, to set up a separate division.

Division 17 has supported the NDEA counselor-training program and many of our members have served it as teachers, directors, and consultants. We have inherited one problem, however, from the traditional location of psychology and educational psychology in different colleges, a problem not only of inconvenience but of rivalry. The liberal arts college departments have jealously limited what the colleges of education might teach in psychology, and yet themselves have not always offered what was needed. Because of this, colleges of education tend to offer technique courses and lack substantive offerings in psychological theory and principles. Because NDEA training programs have had difficulty in ensuring the offerings needed, a Committee on Training in Psychology for School Counselors was appointed in 1960 (APA, 1962). Committee members were selected from educational settings so as to escape the usual reaction to liberal arts college psychologists; the committee also took care to deal only with the psychological aspects of training, so as not to appear to prescribe the total program. The report was met with a storm of aggressive misinterpretation by some counselor trainers in education and by some school counselors who felt threatened by implicit criticisms of their programs and preparation. The danger in this type of reaction is the development of a non-psychologically based orientation to counseling. Later developments have shown more integrative behavior, but it is obvious that we will have to attack problems occasioned by interdepartmental and interdisciplinary rivalries.

While this account shows that counseling psychology has grown lustily and has come of age, and has no doubt reminded you of some other events along the way, it has also indicated some divisive elements. How to handle these and prepare for new stages of development is the subject of this conference.

REFERENCES

Adkins, Dorothy C. The simple structure of the American Psychological Association. *Amer. Psychologist,* 1954, 9, 175–180.

American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. Recommended standards for training counseling psychologists at the doctorate level. *Amer. Psychologist,* 1952, 7, 175–181.

American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. The practicum training of counseling psychologists, *Amer. Psychologist,* 1952, 7, 182–188.

American Psychological Association, Division of Counseling Psychology, Committee on Definition. Counseling psychology as a specialty. *Amer. Psychologists,* 1956, 11, 282–285.

American Psychological Association, Division of Counseling Psychology, Committee on Divisional Functions. *The Division of Counseling Psychology studies its membership.* Multilith., 1961.

American Psychological Association, Division of Counseling Psychology, Committee on Current Status of Counseling Psychology. *The current status of counseling psychology.* Multilith, 1961.

American Psychological Association, Division of Counseling Psychology, Committee on School Counselors. The scope and standards of preparation in psychology of school counselors. *Amer. Psychologist,* 1962, 17, 149–152.

American Psychological Association. *American Psychological Association 1963 Directory.* Washington, D.C.: Author, 1963.

Berdie, R. F. The current status of counseling psychology. *J. counsel. Psychol.,* in press

Brigante, T. R., Haefner, D. P. & Woodson, W. B. Clinical and counseling psychologists' perceptions of their specialties. *J. counsel. Psychol.,* 1962, 9, 225–231.

Counseling News and Views (CNV). Official newsletter of Division of Counseling Psychology, American Psychological Association. Issued three times a year.

Dreese, M. A personnel study of the Division of Counseling and Guidance of the American Psychological Association. *Occupations,* 1949, 27, 307–310.

Goodstein, L. D. The institutional sources of articles in the Journal of Counseling Psychology. *J. counsel. Psychol.,* 1963, 10, 94–95

Granger, S. G. Psychologists' prestige ratings of twenty psychological occupations. *J. counsel. Psychol.*, 1959, 6, 183–188.
Grater, H. A., Kell, B. L., & Morse, Josephine. The social service interest: roadblock and road to creativity. *J. counsel. Psychol.*, 1961, 8, 9–12.
Hahn, M. E. Counseling psychology. *Amer. Psychologist*, 1955, 10, 279–282.
Moore, B. V., & Bouthilet, Lorraine. The Veterans Administration program for counseling psychologists. *Amer. Psychologist*, 1952, 7, 684–685.
Paterson, D. G., & Lofquist, L. H. A note on the training of clinical and counseling psychologists. *Amer. Psychologist*, 1960, 15, 365–366
Peterson, R., & Featherstone, F. Occupations of counseling psychologists. *J. counsel. Psychol.*, 1962, 9, 221–224.
Porter, T. L., & Cook, T. E. A comparison of student and professional prestige rankings of jobs in psychology. *J. counsel. Psychol.* (in press).
Pressey, S. L. Age and the doctorate—then and now. *J. higher Education*, 1962, 33, 153–160.
Sakoda, J. M. Comments on factor analysis of the APA structure. *Amer. Psychologist*, 1955, 10, 90–92.
Sanford, F. H. Annual report of the Executive Secretary: 1955. *Amer. Psychologist*, 1955, 10, 778–792.
Super, D. E. Comments on current books and the passing scene. *J. counsel. Psychol.*, 1963, 10, 409–412.
Thorndike, R. L. The psychological value systems of psychologists. *Amer. Psychologist*, 1954, 9, 787–789.
Wrigley, C. Cluster analysis or factor analysis? The divisional structure of the American Psychological Association. *Psych. Reports*, 1957, 3, 497–506.
Yamamoto, K. Counseling psychologists—who are they? *J. counsel. Psychol.*, 1963, 10, 211–221.

JOSEPH SAMLER

Where do counseling psychologists work? What do they do? What should they do?[1]

When, finally, we create our long sought-for identity, soul-searching will deserve an honorable place in it. In this almost constant self-questioning enough data have emerged on where we work and perhaps on what we do to lead to acceptable inferences on who we are. The data are part of a literature of some size on what we should do instead, why we are more deserving than if not so well-placed as our cousins of a lower number, why we are so scattered and why it is a very good and even necessary thing to be scattered, and why perhaps the best thing for us to do is to go away and not come back. From this considerable writing the impression is gained that here are the colors if not the actual lineaments of a picture of who we are.

The first such investigation on work and setting is Dreese's (1949) "Personnel Study of the Division of Counseling and Guidance of the American Psychological Association." The year following Winifred Scott (1950–1951) presented her report on the characteristics of Division 17 members. The age, income, and professional characteristics of the Division were reported to the APA Convention in 1951 and appeared in print in 1952 (Berg et al., 1952). In 1954, a Division 17 Committee on Counseling Psychology and Relations with Public Schools (APA, 1954) presented a preliminary analysis of the employment of members of Division 17. In an ambitious 1957 membership study the Committee on Divisional functions (APA, 1959) analyzed various characteristics of Divisional membership. Two of the analyses offer data on fuction and, therefore, are

[1] The assistance of Alfred E. Acey, Graduate Assistant, College of Education, the University of Maryland, with the data collection for this report is gladly acknowledged.

of particular interest to us. In the circumscribed area of employment of civilian psychologists by the Federal government, a 1962 study released by APA (undated) includes a limited amount of information on counseling psychologists. Studying the graduates of APA-approved counseling psychology training programs, Peterson and Featherstone (1962) presented useful data on the "job positions and settings" of such graduates. As part of his treatment of the history of Division 17, C. W. Scott (in preparation) analyzed 1961 *APA Directory* data. Yamamoto's (1963) thoroughgoing analysis of Division 17 membership is also based on 1961 data.

SETTING AND WORK

Where do counseling psychologists work? The first two columns of Table 1 present the work settings of a 20 per cent sample of Division 17

TABLE 1

Work Settings: Counseling Psychologists[a]

Setting	Members of Division 17		Members of Divisions 17 and 12	Members of Division 17, not 12	
	no.	per cent	no.	no.	per cent
Colleges and universities	141	58	14	127	62
Federal government (VA)	21	9	5	16	8
Community counseling agencies	13	5	2	11	5
Private practice	12	5	5	7	3
Public schools	12	5	1	11	5
Business and industry (management consulting)	12	5	2	10	5
State and city government	9	4	3	6	3
Test publishers and services	5	2	1	4	2
Federal government (other than VA)	4	2	1	3	1
Hospitals (other than VA)	4	2	2	2	1
Private schools and institutions	3	1	1	2	1
Professional associations	3	1		3	1
Personnel work in industry	1	b		1	b
Research groups	1	b		1	b
Other	1	b		1	b
Total	242		37	205	

[a] Based on 20 per cent sample of Division 17 members, *APA Directory*, 1963.
[b] Less than 1 per cent.

membership, Fellows, Members and Associates from the listing in the 1963 *APA Directory*.

Although most counseling psychologists work in higher education, the scatter of settings is noteworthy. This is a constant finding and other observers have noted it. In addition to educational institutions, the Committee on Counselor Training (APA, 1952, p. 175) noted that, ". . . settings in which counseling psychologists function are business and industry, hospitals, and community agencies such as churches, youth organizations, marital clinics, parenthood foundations, vocational guidance centers, and rehabilitation agencies (p. 175). The same point is made by the Committee on Definition (APA, 1956)and by Doleys (1962–1963).

Somewhat earlier Super noted that while counseling psychologists work in a variety of settings,

> Wherever they work, they share one common treatment philosophy, one common collection of methods, and they acquire various situational orientations according to the nature of the setting in which they are to work with people. (Super, 1955, p. 5)

This, of course, is the critical point, whether there is in fact this identity of function regardless of setting.

Our constant peering over our shoulders at our sometime clinical friends is too well known to need documentation. Therefore it is of some interest to see what we look like if we doff the white coat. This information is provided in Table 1.

The incidental finding that only 15 per cent of the Division 17 sample are members also of Division 12 was unexpected enough to require checking the entire Division 17 population against Division 12 membership. Actually, 18 per cent of all Division 17 members belong to Division 12. As Robinson points out, as recently as 1961 Yamamoto found this proportion to be 24 per cent; in 1957 the Committee on Divisional Functions (APA, 1959) reported it as 25 per cent; and in 1950 Scott noted that it was 29.5 per cent. The natural projection of this trend leads to the estimate that by 1984 the proportion of counseling psychologists who belong to Division 12 will be minus 4.73 per cent.

Table 2 compares the findings of seven studies on where counseling psychologists work. Since different investigators use different categories, a few clumsinesses, as in partial repetition of work setting rubrics, are inevitable.

Comparison of work settings over time reveals two main points. For

Counseling Psychologists' Work Settings: Seven Studies Compared: Per Cent[a]

Setting	Samler 1963	Yamamoto 1961 (1963)[e]	C. W. Scott[b] 1961	Peterson & Featherstone[c] 1960 (1962)[e]	Division 17 Committee 1954	W. S. Scott 1950	Dreese[d] 1949
Colleges and universities	58	55	53	53	59	53	50
Federal government (VA)	9	9	9	15		12	19
Community counseling agencies	5		5[f]			7[g]	
Private practice	5	5	4		7	3	5
Public schools	5	8[h]	8	4	7	5	9
Business and industry (management consulting)	5	3					
Business and industry	i	3	3	8	7	4	7
State and city government	4		3				
State/national agencies and armed services				6		3	5
Federal government (other than VA)	2		3				
Government (USOE, USES, USPH, State Department, etc.)		5				1[j]	
Armed forces (including schools and hospitals)		1					
Test publishers and services	2	7[k]	2				
Hospitals (other than VA)	2	2	3	5		2[l]	
Private schools and institutions	1						
Professional associations	1	1					
Research groups	i				4		
Public service			4			2	5
Welfare agencies							
Other and unknown	i	3	4		16	7	

[a] .5 and above raised to next highest per cent; .4 and lower dropped.
[b] Adapted from C. W. Scott (unpublished).
[c] Authors state "These are the six most prominent settings."
[d] Adapted from Dreese (1949).
[e] Date within parentheses is publication year; other is year when data were gathered.
[f] Entry reads "Counseling or psychological service, private."
[g] Entry reads "Counseling or psychological agency."
[h] Entry reads "Schools (incl. Jr. Colleges)."
[i] Less than 1 per cent.
[j] Entry reads "State Department of Education, including vocational rehabilitation."
[k] Entry reads "Private psychological firms (including test publishers)."
[l] Entry reads "Hospital and clinic (non VA); Prison."

fourteen years colleges and universities have been the major work setting of counseling psychologists. For the same period, the variety of work-settings has been reasonably consistent. Also, for small but notable proportions, some work settings appear in later studies only, for instance, community counseling agencies and management consulting firms. This is logical, however, since both types of work are recent developments. By extension can it not be expected that as new work situations come into being new demands for the services of counseling psychologists will be felt? As half-way house approaches for psychiatric patients are greatly extended, and as more community mental health facilities come into being, it is certain that they will be added to the already extensive list of work settings. In the meanwhile, the breadth of work settings of those who identify themselves as counseling psychologists seems urgent material for inference. The suspicion grows that here is material which, because of its diversity, paradoxically reveals identity. Different work settings should pull apart. Since they do not, there may be a stronger counterforce that maintains the bond.

Table 3 presents the positions (as differentiated from work setting) held by the sample group of counseling psychologists, again separating out those who are also members of Division 12. The issues raised in discussing the data on variety of work settings are perhaps more pertinent here. After all, it is not where counseling psychologists work but what they do that should provide answers to questions of identity. Position titles do not, of course, provide the essential answers, but they bring us closer to the data from which the answers must come. The positions which counseling psychologists hold are most varied, and no considerable difference emerges when those who hold membership in Division 12 are isolated. (It is not possible to relate these findings to the results of other studies, which vary in their clasification schemes.)

The data reveal that at least 36 per cent of the sample are engaged in counseling, in closely related activities, and in their supervision and direction. The data on positions in Table 3 are reasonably consistent. Even if clinical psychologists and psychotherapists are left out, about 39 per cent of the sample may be said to be engaged in "direct labor" in counseling psychology.

Based on responses from 709 out of the then 840 members in 1957, the Division 17 Committee on Divisional Functions (APA, 1959) presented considerable information on members' characteristics. Tables 6 and 7 in

TABLE 3
Positions Held by Counseling Psychologists[a]

Position	Members in Division 17		Members in Divisions 17 and 12	Members in Division 17, not 12	
	no.	per cent	no.	no.	per cent
Colleges and universities					
Professor: psychology, education	56	23	5	51	25
Director: psychological service, clinic, counseling center	29	12	2	27	13
Counselor, counseling psychologist, psychologist	22	9	2	20	10
Dean, academic	7	3	1	6	3
Chairman/head, psychology department	9	4	3	6	3
Dean/director, student personnel	5	2		5	2
Vice-chancellor	2	1		2	1
Dean, men, women	2	1		2	1
Head, guidance and counseling	2	1		2	1
Director, management center	1	[b]		1	[b]
Public and private schools psychologist, counselor	8	3	1	7	3
Director, guidance, pupil-personnel	6	2	1	5	2
Consultant	2	1		2	1
Counselor, counseling psychologist	21	9	5	16	8
Consulting psychologist	10	4	3	7	3
Supervisor, consultant, coordinator Project director: vocational rehabilitation	10	4		10	5
Clinical psychologist	9	4	7	2	1
Director, community counseling service	8	3	1	7	3
Psychotherapist	7	3	1	6	3
Management consultant, industry	6	2	1	5	2
Officer, staff, test publishers and services	5	2		5	2
Rehabilitation counselor	3	1	1	2	1
Consultant	2	1	2		
Research consultant	1	[b]		1	[b]
Marriage counselor	1	[b]		1	[b]
Staff, professional association	1	[b]		1	[b]
Director special school	1	[b]		1	[b]
Employment manager, SES	1	[b]		1	[b]
Personnel director, industry	1	[b]		1	[b]
Director, mental health education	1	[b]		1	[b]
Parole director	1	[b]	1		
Director, YMCA youth project	1	[b]		1	[b]
Not classified	1	[b]		1	[b]
Total	242		37	205	

[a] Based on 20 per cent sample of Division 17 members, *APA Directory*, 1963.
[b] Less than 1 per cent.

that study are of particular interest. The report states that "The largest single group of Division 17 members perceive themselves primarily as administrators with two groups of approximately equal size reporting they are counselors and teachers. No other single function claims many members." Twenty-two per cent stated that counseling was their major job function. However, if research, consulting, psychotherapy, testing, and private practice are included, the proportion engaged in "direct labor" increases to 37 per cent. As this part of the study reports "principal job function"; a person engaged primarily in teaching but spending 30 per cent of his time in counseling would not be included in the "direct labor" group. And yet we know this is a common pattern. The 37 per cent, therefore, must be regarded as a minimum figure. In a way, this point is borne out by data in the same study on the proportion of time devoted to counseling: while only 20 per cent reported that they spent more than half their time in such work, almost half stated that they spent some time, though less than 20 per cent, in counseling.

Three years later Peterson and Featherstone (1962) found a not dissimilar situation in studying the graduates of APA-approved counseling psychology programs. Twenty-eight per cent were engaged directly in counseling, but to this group may be added those who are in research (7 per cent), a part of those who do not designate a specialty (total, 8 per cent), consultants (3 per cent), to a total of perhaps 40 per cent engaging in "direct labor." Presumably this is why, in his comments on the study, Super (1962, p. 235) says:

> Do counseling psychologists counsel? Yes, more than a quarter do this as their main activity. With those who teach and direct (and who, in many situations we know, give some time to counseling) they account for nearly three-quarters of the counseling psychologists sampled.

A reminder seems necessary, however. These are people who are at the bgining of their careers in counseling psychology. They may present a somewhat different picture than does the membership as a whole. In part, Table 3 reflects these differences.

The final bit of information it was possible to dredge from the biographical entries deals with interests. For each person in the sample, the first (presumably major) interest was classified under one of 34 categories, in Table 4.

These are professional interests. They may be regarded as expressions of what a person prefers to do at work. There is not necessarily a strong

TABLE 4
Interests of Counseling Psycholoigsts[a]

Type of Interest	Members of Division 17		Members of Divisions 17 and 12	Members of Division 17, not 12	
	no.	per cent	no.	no.	per cent
Counseling psychology	39	16.4	2	37	18.5
Vocational counseling	27	11.4		27	13.5
Psychotherapy	25	10.5	6	19	9.5
Psychological measurement, individual diagnosis, aptitude and performance testing	18	7.6	1	17	8.5
Personality, infancy, adolescence, old age, adjustment dynamics	16	6.7	5	11	5.5
Guidance and counseling, school case work	13	5.3	1	12	6.0
Rehabilitation, rehabilitation counselor training	13	5.3	4	9	4.5
Executive selection, management development, personnel selection	13	5.3	1	12	6.0
Teaching, teaching psychology	7	2.8	2	5	2.5
Personality measurement	6	2.4	1	5	2.5
Clinical psychology, projective techniques	6	2.4	3	3	1.5
Group counseling, group dynamics, leadership training	6	2.4		6	3.0
Prediction of counseling readiness	5	2.0	2	3	1.5
Learning theory	4	1.6		4	2.0
Counselor training	3	1.2		3	1.5
Coordination of counseling and instruction	3	1.2		3	1.5
Gifted college student, college achievement	3	1.2		3	1.5
Self-concept	3	1.2		3	1.5
Educational psychology	3	1.2	1	2	1.0
Vocational interests	2	1.8		2	1.0
Pastoral counseling	2	[b]		2	1.0
Marriage counseling	2	[b]		2	1.0
Vocational adjustment, job satisfaction	2	[b]		2	1.0
Typology of behavior patterns	2	[b]	1	1	[b]
Perceptual defense	2	[b]	1	1	[b]
Predicting behavior	2	[b]	2		[b]
Antisocial behavior, juvenile delinquency	2	[b]	1	1	[b]
Hypnodiagnosis	1	[b]	1		[b]
Schizophrenia	1	[b]	1		[b]
Market research	1	[b]		1	[b]
Reading and study skills	1	[b]		1	[b]
Industrial psychology	1	[b]		1	[b]
Research design	1	[b]		1	[b]
Administration	1	[b]		1	[b]
No interest listed	6	2.4	1	5	2.4
Total	242		37	205	

[a] Based on 20 per cent sample of Division 17 members, *APA Directory*, 1963.
[b] Less than 1 per cent.

relationship of interests with work duties, but to dismiss interests as having a questionable relationship with work might be an even greater error. A discipline in the process of becoming provides greater than usual freedom to its practitioners, and the job market for counseling psychologists is such that the person dissatisfied with his work tasks can move easily enough, other factors being equal, to another job. As a direct indication of what counseling psychologists want to do, and of what they may actually be doing, these data are worth examining.

It is to be noted that 60.7 per cent of Division 17 members are interested in problems and concerns that are at the heart of counseling psychology. These interests include counseling psychology, vocational counseling, psychological measurement, individual diagnosis, aptitude and performance testing, guidance and counseling, school case work, rehabilitation, rehabilitation counselor training, executive and personnel selection, personality measurement, prediction of counseling readiness, counselor training, self concept, vocational interests, and vocational adjustment and job satisfaction. For the same interest categories, and with those who are members also of Division 12 excluded (in this case not an unfair procedure), the proportion rises to 66.5 per cent. The 6 per cent increase may provide food for thought. The issue can be seen quite the other way, of course: that about 40 per cent of Division 17 members are interested in problems and concerns that are at some distance from the core of counseling psychology. Although some of the excluded interests, such as teaching psychology, clinical psychology, projective techniques, learning theory, and educational psychology, seem to fall outside our direct area of work and interest, some are arguable, e.g., psychotherapy, group dynamics, coordination of counseling and instruction, and adjustment dynamics. If admitted, these would increase the proportion of those interested directly in counseling psychology.

We have been wearing a hair shirt because a number of us are not engaged in counseling. Guilt feelings here seem unjustified as well as unproductive. In other professions, a certain proportion of practitioners leave the substantive content of their discipline, do other work, and yet maintain an interest in and some commitment to it. Thus teachers become school principals and administrators in education, working on budget, personnel, curricula, buildings, and public relations. Lawyers become executives, administrators, legislators, political figures. Physicians become hospital administrators and psychoanalysts, and so on. We are not exceptional.

From the data presented thus far I believe we can conclude that:

1. We work in a wide variety of work settings. In this we have been consistent over the years.
2. Most of us work in colleges and universities.
3. Administration, teaching, counseling are our main activities.
4. As new situations for providing counseling develop we find our way into them.
5. The presence of clinically oriented psychologists in the Division does not change the essential pattern of work settings, positions, or expressed interests.
6. The proportion of Counseling Division members who hold membership also in the Clinical Division has gone down over the years.
7. Most counseling psychologists appear to be primarily interested in aspects of counseling psychology.

There is a certain satisfaction in pinning these points down, but in truth we do not know very much more about what counseling psychologists do than we knew before. Clearly, what is needed is an actual survey of counselor activities.

From the Official Reports

Publications on counselor functions encompass all that counseling psychologists do, how they do it, and all they are concerned with professionally. Analysis of this material is not an impossible task, but it is impracticable; selection is necessary, with its attendant biases.

The initial materials reviewed are the documents issued by Division 17 in its institutional character. The first of these are the reports prepared for and following the Northwestern Conference in 1951 (APA, 1952). The stress on counselor mission in these reports is large and global and I suppose represents inevitable compromise. In the "Recommended Standards for Training Counseling Psychologists at the Doctoral Level" appear these formulations: "The professional goal of the counseling psychologist is to foster the psychological development of the individual" (APA, 1952, p. 175). While most of the time the counseling psychologist will work with normal persons, he will work with others also. We are told that "Counseling stresses the positive and preventive" (p. 175). Group situations are included among the counselor's concerns. The counseling psychologist, the report notes, "should be acquainted with community resources for meeting educational, employment, health, social, and marital needs, and with socioeconomic and occupational trends" (p. 178). The references to methods are quite general. The earlier twelve-member, Ann Arbor Conference (Bordin, 1950) had taken a basically similar position.

In analyzing the implications at the 1955 Stanford Conference for counseling psychology, a committee chaired by Seeman identified "at least three aspects which make counseling psychology at home with the concepts of the conference" (APA, undated): consistent interest in working with the normal person, a sensitivity to sociological and environmental factors in adjustment, and an interest in measurement and quantification. In helping provide psychological services to the community, the Committee called to attention that the counseling psychologist might play any or all of three roles: as a direct participant, as a resource person or consultant, in research.

In his presidential address in 1954, Hahn urged that identification of counseling psychology's role demands "a comparison with other professional groups and a statement of a relatively unique pattern of practice," (Hahn, 1955, p. 279) and suggested four hypothetical differences between counseling psychologists and other psychologists. Hahn saw counseling psychologists concentrating "on the problems of interfering value systems and judgments, and the changing of attitudes." He noted, as have a number of other observers, that the "clinical psychologist appears to work more in the medically related areas of reorganizing basic personality structure." Four relatively unique functions of the counseling psychologist are notable: We usually deal with anxiety states at the frustrating, interfering levels, we appraise human traits for educational-vocational-social living, we follow our clients beyond the office door, and we stress positive psychological strength as against a process of diagnosing and remedying psychopathies.

The counseling psychologist, the Committee on Definition (APA, 1956) urged, is "a psychologist who uses varying combinations of exploratory experiences, psychometric techniques, and psychotherapeutic interviewing to assist people to grow and develop" (APA, 1956, p. 283). In whatever setting he works, and they may be very diverse, the Committee considered that "The counseling psychologist may help individuals in their personal development while they are progressing through school, suffering the effects of illness or physical disability, or attempting to cope with marital situations or problems of parent-child relationships" (pp. 283–289).

In any of these settings the client is helped to increase his resources for coping with the environment. On the individual's behalf, the counselor will work with persons and groups with whom the individual has to deal. Therefore, in the Committee's words, in the schools "the counseling psychologist plays a role in shaping admissions procedures, curriculum development, and extracurricular activities. In industry he collaborates in training programs for supervision, influences selection and placement procedures and consults on personnel policies" (p. 284). Parallel activities exist in other settings, such as in hospitals and rehabilitation programs. A few references to methodology are comprehended in a summary sentence that the counseling psychologist "has unique resources, e.g. tests and other methods of psychological evaluation, for helping individuals to achieve harmonious relationships with their environments" (p. 285). The counselor's goal, the Committee stated "is to further the fullest possible self-realization of those who live in a particular social setting" (p. 285).

The Tyler-Tiedeman-Wrenn report (APA, 1961) reiterates the central point that "Counseling psychology concerns itself with the individual's strengths rather than his weakness, with his utilization of environmental resources as well as with his self-perceptions" (APA, 1961, p. 2). Counseling psychology "focuses on *plans* individuals must make to play productive *roles* in their social environments. Whether the person being helped with such planning is sick or well, abnormal or normal, is really irrelevant. The focus is on assets, skills, strengths, possibilities for further development. Personality difficulties are dealt with only when they constitute obstacles to the individual's forward progress" (pp. 6–7).

The central themes are now familiar. The counselor assists people to grow and develop. Clients may be well or ill, within the so-called normal range or not. Client anxiety is dealt with at the frustrating and interfering level rather than when it is incapacitating. Client strength rather than weakness is stressed. The client is helped to increase his resources for coping with the environment. The counselor must therefore know community resources for meeting various client needs and play a role in influencing the environment. He utilizes various assessment devices in appraising client traits for educational, vocational, and social functioning. The counselor is a direct participant, a resource person, or a researcher.

This is the mission, and if enough is read into it, it is acceptable as such. Philosophy is less distinct, but there are indications of a role that is more active than the therapist's, of "advisory" functions, of involvement in and

direct influence on the client's environment, and implications of a value system aiming at optimum functioning of the individual.

The emphasis on client strength and health, on "hygiology" in Super's (1955) formulation, is well placed and persuasive. However, the working counselor sees the battle as not yet completely won. Our diagnostic instruments too often present pathological variables rather than asset variables, and even when we use the hygiological CPI or Edwards, some of us tend to translate the results into the language of pathology. Illness is more prestigeful than health, if vocabularies reveal values, even in counseling circles. Perhaps it all stems from the fact that so much of personality theory is grounded in clinical experience. While there are signs of attention to this problem, a great deal more work is necessary if talking of assets and strength is to have meaning.

Unofficial Reports on Role and Function

Seeking to learn what various campus groups perceived as the domain of the university counseling center, Warman (1960) administered a hundred-item questionnaire to 250 people. One general factor ("acceptance of counseling") and three specific factors ("college routine," "vocational choice," and "adjustment to self and others") emerged from the data. All sub-groups except the counseling psychologists considered "vocational choice" most appropriate as an activity of the counseling center. The counseling center group felt that "adjustment to self and others" was more appropriate, and to a significantly greater degree than did any other groups. Warman concludes that counselors "must better orient and educate other people to the kinds of problems with which counselors feel they can be helpful and which are actually discussed with them by counselees" (p. 274), but somewhat different inferences could be drawn from the same data.

Thrush's (1957) study three years earlier was a harbinger of Warman's investigation. A comparison shows that, from 1952 to 1956, the counseling staff at the Ohio State University moved from emphasis on vocational guidance to a concern with personality adjustment counseling. A later study by Warman casts an interesting light on his own previous work. He tested the hypothesis "that differences exist among counseling centers as to the appropriateness of various problems for discussion with counselors" (Warman, 1961, p. 233). The hypothesis was confirmed for each of these problem areas: "college routine," "vocational adjustment," "ad-

justment to self and others." "Vocational choice" was considered appropriate by all centers. However, the study revealed a significant difference between the training and non-training centers concerning "vocational choice," with the latter rating it more appropriate than did the training centers.

In a frequently cited study, Brigante, Haefner, and Woodson reported on perception of their specialties by clinical and counseling psychologists. Their data were consistent with Hahn's hypotheses that "counseling psychologists are less concerned with reorganizing basic personality structure than are clinicians, that counselors have greater concern with a positive approach to trait strength and are less concerned with medically diagnosed personality deviations requiring psychotherapy than clinicians, and that counselors resemble industrial psychologists in their general orientation more than they do psychotherapists" (Brigante, Haefner, and Woodson, 1962, p. 230). Counseling and clinical psychologists agreed that it is more characteristic of counseling psychologists to work with normal people and those having educational and vocational problems, to use paper and pencil personality and interest and aptitude tests, to find an environment compatible with the individual's personality rather than attempt to alter his personality structure, and to have and give educational and vocational information.

More recently a different note has been struck. In an all-but-bitter fantasy Brayfield (1961) notes that counseling psychology is a specialty in search of an identity. In Brayfield's curious twitting three synergetic specialties will emerge in 1984: (1) counseling psychology-vocational, (2) counseling psychology-therapeutic, and (3) counseling psychology-psychopharmacology. Specialists in the first field will be few in number. Specialists in the last field will all be M.D.'s. Brayfield feels that counseling psychology will then indeed have found its identity, only it will have lost control!

It is disconcerting that university counseling center staffs see their primary function as personal adjustment counseling when others in the university see it as vocational counseling. Why not both functions? It is equally disturbing that a long established center discards its respectable vocational clothes for fancy therapeutic dress. Again, are two suits too many for a man to own? Perhaps the most significant finding in Warman's second study is that counseling centers in APA approved training program settings do not feel that vocational counseling is as appropriate

for their programs as do other centers. Has APA accreditation by clinically dominated committees led to a dilution of counseling psychology? The work by Brigante and others does suggest some presumably unique characteristics of the counselor which are visible not only to him but to the clinician as well.

One cannot make much of the de-emphasis of vocational counseling as the Divisional papers cited do not themselves offer this as a specific charter. But one might ask, in Brayfield's vein, whether the committees drafting Divisional papers during the 1950's were not themselves clinically oriented.

Counseling Psychology in Job Descriptions and Reports

What the counseling psychologist should do and, perhaps does do, is now somewhat clearer. However, we can bring it into sharper focus by examining job descriptions and interviewing a limited number of counselors. There are two limitations other than those of numbers: only four settings are considered, and although some of the people whose job descriptions I read are known to be counseling psychologists, others are not members of Division 17.

VA Hospitals

The work of the counseling psychologist in the VA hospitals and clinics should be viewed against the background of Wolford's (1956) article reviewing generally the first decade of psychology in VA hospitals. The specifics of the counseling program are presented in the "Program Guide for Vocational Counseling" (VA, 1960). Cecil Peck and Elton Ash helped greatly in making available files of area supervision reports and annual hospital reports as well as job descriptions.

Three points stand out in review of these reports and job descriptions: First there is the very considerable range of activities. The two-person counseling situation is there, and there are interesting related activities, e.g., writing an employment handbook for psychiatric patients, running a group job problems clinic, and expansion of the psychological testing admissions program beyond its present focus on pathology by including assessment devices for uncovering patient's assets and resources which might be utilized for enhancing therapy and rehabilitation efforts. But also there is a congeries of other activities, e.g., increase in the participation of public relations activities of the hospital, both on and off the grounds,

career planning for candidates in station's program of high school graduate recruitment for supervisory manpower pool, total ward resocialization, setting up a course in rapid reading under the management development program. In interviews these activities were described as peripheral rather than central.

Second is the ongoing research activity. Considering the pervasive emphasis on research in hospital reports, it is surprising to find that the actual job descriptions now and again state "research activity occupies 10 per cent of my time."

Third is the counseling psychologist's involvement in the community. There is reiteration of contact with employers and employment agencies on behalf of patients. Constant reference is made to the many variations in sheltered workshop operation in and out of the hospital, all requiring community contact. Employers in the community visit hospitals monthly and meet professional staff and selected patients. Counseling psychologists work out of the differet types of half-way houses, talks are given to school, church, civic, and professional groups, and so on. The spread of interest and confidence in the NP (neuropsychiatric) patient among community employers is reflected (Sanders, 1963). But for the story of counseling progress in depth it is necessary to go to the case work-up, excellently related, for example, in Stubbins and Napoli's presentation (1958) of the counseling experience with Fred, including as it does the interrelationship with and parts played by other hospital services.

Rehabilitation Agencies

Counseling psychologists in VA hospitals and clinics of course do rehabilitation counseling. So do the counselors in the VA's Vocational Rehabilitation and Education Program. So does any counselor with any client who is handicapped as a result of disease, injury, emotional conditions, or degenerative aging process. Working with the mentally retarded may be called "habilitation," but the process has the same essential features. One can also include in rehabilitation's purview work with illiterates, delinquents, dropouts, criminals, and the culturally and economically disadvantaged. There is complete agreement that the general class is vocational counseling and that rehabilitation counseling is a specific under it. Thus the VA description applies to rehabilitation counselors. I will not recapitulate the dated arguments about whether such workers are coordinators or counselors, whether the para-medical emphases warrant the identification of a unique specialty, or, more currently, discuss the influence

that considerable funds and extensive programs exert toward the creation of separate identity.

Although the Federal-State program dates back to 1920, the big push began as recently as ten years ago with the passage of Public Law 565, the Vocational Rehabilitation Act of 1954. Yet the development of services and the production of theory, research, and operational descriptions has been considerable.

The review of a number of job descriptions in one state program provides a close-up of counselor activities. About 25 per cent of the counselor's time is devoted to securing information about the applicant, prescribing and interpreting results of psychological tests, and counseling and planning the individual rehabilitation program. An additional 20 per cent of time is taken up by arrangements for and coordination of necessary rehabilitation services. These may range from corrective surgery and work therapy, through vocational training and providing tools and equipment, to placement on the job. The rehabilitation counselor is often away from his desk two days a week in the case of one person interviewed. He is in touch with personnel in schools, hospitals, clinics, welfare agencies and other groups, consulting on rehabilitation services, helping in case finding, and facilitating referral of new clients. He is also out surveying and developing employment and training opportunities, and analyzing specific jobs for their suitability for handicapped clients.

Minor portions of the counselor's time are taken up with determination of rehabilitation potential of applicants for disability benefits under the Old Age and Survivors Insurance program, and preparing reports on applicants with no rehabilitation potential. He determines client resources and need for maintenance or transportation. An agency may also provide services to individuals who function primarily as home-makers in their own homes. With some of these clients it may be necessary to provide help in rebuilding kitchens and arranging for special equipment so that the person can function properly.

The rehabilitation counselor works under supervision, but this appears to be more nominal than real because little or nothing is turned back. There is little consultation with co-workers or consultants other than in related specialties.

Community Guidance Services

The compensating feature for the limited number of job descriptions relative to the work in community counseling centers, and the one inter-

view conducted in such an agency for this paper, is that the Vocational Advisory Service in New York, and the Psychological Service of Pittsburgh are excellent models.

In these agencies the counselor counsels individuals, building on information supplied by a skillful intake worker, or alternatively, himself conducting the initial interview. He uses test results, school records, work history, biographical, and medical information. He may limit service to vocational counseling, or provide other services, such as marital and family counseling, retirement counseling, therapeutic counseling, clinical evaluations.

He determines the tests and other diagnostic devices the client is to take; develops and selects informational materials (special schools, occupations, employment opportunities, colleges) appropriate to the client's problem; decides on need for medical or psychiatric referral or consultation; prepares reports to counselees, parents, referring person, or other interested professionals; interprets test and interview findings.

Internal procedures vary. The admirable but expensive practice may be followed of holding a case conference on every client. Additional information is called for at discretion; additional interviews beyond the first few are held as needed. There are phone calls and visits with school people, agency workers, and resource persons. Employment contacts are made. Client progress is followed up, sometimes routinely and briefly, but in some instances it is a very serious concern. The usual supportive activities go on, such as talks to schools and civic groups, assistance in research, internship supervision, and help in training conferences.

University Counseling Centers

The best data we have are for counselors in educational settings. In response to a request from the Study Commission of the Council of Guidance and Personnel Associations (undated), the USES in 1952 made a considerable number of job analyses of educational personnel workers. The analyses follow the familiar format and present eight sets of duties for the position "counselor":

1. collects, arranged, and analyzes information about the individual
2. assembles and disseminates occupational information
3. assists the individual to make a better adjustment and intelligent educational and vocational plans
4. provides group guidance

5. maintains records
6. provides a placement service
7. engages in research
8. performs related duties.

The items are as specific as one could please. For instance, under the first rubric is the statement among a number of others, "compares school grades and records against results of achievement and intelligence tests to ascertain those students in particular need of counseling, and arranges for interviews."

In his doctoral study Reeves (1963) developed a method for analyzing costs of student counseling services. In the process he established a category of functions, counseling, testing, etc., in the Student Counseling Bureau at the University of Minnesota and secured detailed time study data for staff members. Reeves' findings, costs aside, are of interest. The Bureau's functions were grouped into broad areas of responsibility: counseling; educational skills; testing; test scoring; coordination; clearance and reporting; administration; public relations; teaching; group education, and public service.

The average counselor (if there *is* an average counselor at Minnesota) spends his work time as follows: 40 per cent in counseling, 17 per cent in teaching and training, 9 per cent in staff development, 10 per cent in public relations (contacts with student and faculty), and 24 per cent in various related activities, e.g., group education and administration.

A troublesome question remains. What demands are made upon the university vocational counselor for understanding of the working world? If, as at some institutions, the student body constitutes the top 10 or 15 per cent of the state's high school graduates, how broad and deep is the counselor's knowledge of other than the high level professional occupations? Even within this limited area, how does he insure that he gets a feeling for as well as information about an occupation, for instance, how the architect secures and relates to his client, the concerns of the politically-minded lawyer, or the technical demands upon and the specific working conditions of the ceramics engineer?

Counseling Psychology's Common Core

As far as the data go, they support the idea that *there is a common methodology.* The methodology embraces a two-person counseling relationship, supplemented by group methods, the utilization of assessment

devices peculiarly appropriate for the study of vocational potential, assumption of a measure of responsibility by the counselor for the client, involvement with the client's environment (family, school, work), and considerable activity by the counselor on behalf of his client outside of counseling sessions. Evidence on research involvement is equivocal. Service demands on counselors are very great and seem to preclude any considerable time to be spent on research except in a few university centers. For what it is worth, I asked a number of my interviewees whether they felt they could move with comfort into and function in a different counseling setting, to a university counseling center from a rehabilitation service, for example. In each case the response was positive, and I am inclined to agree. The point is made in support of the existence of a common methodology.

WHAT SHOULD COUNSELING PSYCHOLOGISTS DO?

Avoid Premature Stabilization

Counseling psychology has been so long engaged in self-study that now that we are inclined to act on our self-knowledge, the temptation is very strong to say: "This is who we are, this is what we do, this is where we stop."

I do not want to set up a straw man, to argue against freezing our identity; no one really advocates that. Rather we need a special awareness of the forces that affect and change our society, moving from that awareness to anticipation, and from anticipation to considering what our function as counseling psychologists might be in a changed situation.

Two specifics may help to bring me down from this generalization. As Tilgher (1962) points out, the meaning of work has undergone successive change. Its values, mostly derived from the various religious movements, have moved so that the sanctity of work is now open to question. What will take its place? In what will we invest ourselves? How will needs beyond security be satisfied? How will creative urges be met? Will it be in a wiser and more active citizenship, recreational activities that do more than fill the hours of the day, in reaching deeper and deeper levels of self-understanding?

Related to this is the reality of automation and, in the visible future, the reduction of the working week. With security needs met, how will self-satisfactions come about? How will we live in more than humdrum ways,

perhaps even zestfully? Counseling psychology has no option on the problem and its solutions, but since we are centrally concerned with work and its use in self-fulfillment, what will be the outlines of our task?

In a way, this is not a new problem. If Wilensky's (1961) findings are sound, what should be done on behalf of, or with, those of our clients who will constitute the 70 per cent of the labor force who cannot look forward to any kind of orderly career? Thus far, we have done little or nothing with or for them.

Restore Vocational Counseling to its Central Place

Counseling psychologists, in informal discussions, recognize that vocational counseling is their "bread and butter."

I join Brayfield (1961) and others in the conviction that vocational counseling is a major element in establishing the unique identity of counseling psychology. We might be closer to reality, however, if we said that vocational counseling *could be* a major element; it is not necessarily one now. The reasons for failure to grasp its potential social contribution and its promise for the counseling psychologist, and for psychology generally, must include an impoverished theory of the human being at work, an inadequate focus on the pertinent data, an oversimplified view of what is really quite complex, and the effect of style and status in the working role we adopt. The reasons for derogation are understandable enough and there is no great profit in lamenting them.

We need a viable vocational counseling to be adopted as the core of counseling psychology. This will happen only, however, when its true complexity is accepted. Three points must be made in this context.

First, although counselors talk glibly of work, occupations, and careers, how much they really know of and appreciate them is an open question. Even when occupational information resources are used, the major reference is likely to be the economically presented *Occupational Outlook Handbook*. The inadequacies of even an ambitious occupational information reference file based on standard occupational information resources are explicated in the literature, yet the needed material is available and is extensively documented, for example, by Brayfield (1961).

Second, accepting Brayfield's thesis, I find it easier to confess that I must be one of the tender-minded who feel that personality needs are to be considered in vocational counseling. This is a process which should start with the individual who is a psychological as well as an economic entity

who must function in industry. As Brayfield indicates, industry is organized on a competence and performance basis. Contrary to what some counselors appear to believe, the employer's mission is not to provide satisfaction and happiness for his workers. However, that does not mean that competence and anticipation cannot be jointed; they are not incompatible. For many who are troubled with themselves, meeting job requirements may be a road to self-acceptance. The firm requirements of work situations can promote emotional health. The vocational counselor thus is or can be a therapist of a very particular kind. Despite Freud's remark about the reality-binding nature of work, and despite much therapy-oriented work activity, very little has been done systematically to investigate work as therapy.

Third, the vocational psychologist, the counseling psychologist, is in a position not only to use personality theory in his work, but, as a result of his work, to make rich contributions to it. Among others, Bordin (1957) and Brayfield (1961) have called our attention to this situation, the latter citing as an example the work on vocational interest as constituting "the most substantial and significant work on personality in the history of psychology" (p. 32).

Change our Approach to Personality Change

The prevailing philosophy in therapy is characterized by a thoroughgoing acceptance of the client. The communication is made and repeated that his feelings and behavior, considering his unhappy history, could not be different. When this communication is integrated by the counseling client, self-acceptance is favorably affected and personality change becomes possible. Since this is perhaps the sine qua non of mental health, reservations about any procedure that leads to it must be made in discomfort, yet they must be made.

The limitations of worker time are against it, as is also the notion that while this classic approach works (when it works), it is not necessarily the only one with promise of success. Perhaps particularly because of his relatively short-term contact with the client, the counseling psychologist should consider the possible place and function of non-acceptance (except it is not that at all, it is accepting the client as he should be, in terms of what he can become), the imposition of limits, the requirement to hew to standards.

We are undeniably in the realm of values here, but in this instance we

are safe enough; the values are reasonably well accepted. No common mold or Procrustean bed is urged, but rather the assumption of minimum responsibility. The impact of investigations such as *The Mental Patient Comes Home* (Freeman & Simmons, 1963) is to underscore what we all know very well, the prime importance of role and role expectations when properly put before the person.

Define Relationships with Other Counselors

Beyond a given point, the data presented early in this paper are unrealistic; they are all limited to counseling psychologists who are members of Division 17. Other major groups also are centrally concerned with our goals and missions: school counselors, rehabilitation counselors in the Federal-State rehabilitation programs, employment counselors in the state employment services and counselors who work in the increasing number of community counseling centers, are generally, but not always, non-psychologists (Super, 1964). On the face of it, we are up against highly sensitive role and status problems.

Two points at least are for consideration. First, whether workers in these various meetings regard us respectfully or defensively, they are trying to do a job of their own. Second, if we are, as we should be, sensitive to what is done in the schools, community agencies and other settings, we have to state clearly what it is we ourselves do and seek to do.

As Super (1964) notes, the potential contribution of counseling psychologists to vocational counseling in the schools, community agencies, rehabilitation settings, and colleges and universities is indubitable. But how are we to make it? The general goal of greater psychological sophistication for other counselors is clear and is embodied, for example, in Division 17's report, "Scope and Standards of Preparation in Psychology for School Counselors (APA, 162). We have recognized, as a Division, the need for two levels in counselor preparation. One is our own, the doctoral level. The other is characterized by a recommended two years of professional preparation, a safe and even stylish requirement favored by the American Personnel and Guidance Association.

But there are other problems. For example, Winfield Scott writes (personal note) that only 19 per cent of the personnel responsible for counselor education are members of Division 17, an additional 11 per cent are members of other divisions, and 14 per cent more are Associates in APA. Fifty-six per cent have no APA status. What do we do about this

type of situation? Should we be discreet missionaries? Should we take a very much more active role?

Become Involved in Social Action

I make my last point hesitantly. All helping occupations are concerned with cultural and economic conditions that affect the individual. Some, however, attempt to affect and change the environment in the client's interest. In counseling this may involve finding an on-the-job training opportunity, influencing the establishment of still another curriculum in the secondary school, or helping father and mother to reconcile their differences so that the client will not be torn apart. The general outline of such environmental intervention is well established.

It is easy enough to say that this is as far as the professional should go. In his role as a citizen he can address himself to those social issues that in the particular affect his clients inimically. Perhaps this is quite the correct attitude.

We do not know how much of this environmental intervention by the counselor, as by the social worker, clinician, teacher, perhaps also physician, is to redress inimical social and economic conditions which block or endanger the client's progress economically or psychologically. It seems likely that a good many such actions might be so characterized.

Therefore, the nagging and troubled question remains; should not counseling psychologists include in their role an involvement in social movements which seek the achievement of their professional objectives? It sounds embarrassingly pious to say that the social and economic movements are those which have to do with the security and dignity of man, but I think this is the fundamental issue.

Again, uncomfortably, we enter a values domain, but here also a disclaimer may help. It is not that all counselors should vote Democratic or Republican, but that they should become consciously involved in the larger scene in which they are in any case involved in some particulars. There are difficult problems here relative to our scientific commitments. It is more comfortable, but perhaps less effective, to be involved in cases than in causes.

I must descend from these heights. I mean by social and economic movement those that have to do with desegregation, voting rights, employment practices, housing, and minimum wages. There is no getting away

from it; the movements are all those that have to do with the dignity and security of man.

Our situation is not quite that of the physicists, aghast at the destructive power they have brought into being, nor, closer to home, of the experimental psychologists, at ease in the second Walden, but I submit nevertheless, that we can not divorce ourselves from what we confront, that as a definite part of our professional task we should set out to affect it.

REFERENCES

American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. Recommended standards for training counseling psychologists at the doctorate level. *Amer. Psychologist,* 1952, 7, 175–176.

American Psychological Association, Division of Counseling Psychology, Committee on Counseling Psychology and Relations with Public Schools. *Counseling News and Views,* 1954, 7, 19–20.

American Psychological Association, Division of Counseling Psychology, Committee on Definition. Counseling psychology as a specialty. *Amer. Psychologist,* 1956, 11, 282–285.

American Psychological Association, Division of Counseling, Psychology, Committee on Divisional Functions. *The Division of Counseling Psychology studies its membership.* Multilith., 1959.

American Psychological Association, Division of Counseling Psychology, Committee on Current Status. *The current status of counseling psychology.* Multilith., 1961.

American Psychological Association, Division of Counseling Psychology, Committee on School Counselors. The scope and standards of preparation in psychology for school counselors. *Amer. Psychologist,* 1962, 17, 149–152.

American Psychological Association, Division of Counseling Psychology. *An analysis of the Stanford Conference proceedings.* Mimeo., undated.

American Psychological Association, Manpower Resources Division. *A survey of civilian psychologists in the federal government.* Mimeo., undated.

Berg, I. A., Pepinsky, H. B., Arsenian, S., & Heston, J. C. Age, income, and professional characteristics of members of the APA's Division of Counseling and Guidance. *Amer. Psychologist,* 1952, 7, 125–127.

Bordin, E. S. (Ed). *The training of psychological counselors.* Ann Arbor: Univer. of Michigan Press, 1950.

Bordin, E. S. A counseling psychologist views personality development. *J. counsel. Psychol.,* 1957, 4, 3–8.

Brayfield, A. H. Counseling psychology: some dilemmas in the graduate school. *J. counsel. Psychol.,* 1961, 8, 17–19.

Brayfield, A. H. Vocational counseling today, *in* E. G. Williamson (Ed.), *Vocational Counseling, a reappraisal in honor of Donald G. Paterson.* Minnesota Studies in Student Personnel Work. No. 11. Minneapolis: Univer. of Minnesota Press, 1961, pp. 22–58.

Brayfield, A. H. Counseling. *Ann. Rev. Psychol.* Palo Alto, Calif.: Annual Reviews, Inc., 1963.

Brigante, T. R., Haefner, D. P., & Woodson, W. B. Clinical and counseling psychologists' perceptions of their specialties. *J. counsel. Psychol.*, 1962, 9, 225–231.
Doleys, E. J. Counseling psychology: a profession in search of identity. *Counseling News and Views*, 1962–1963, 15, 5–8.
Dreese, M. A. A Personnel study of the Division of Counseling and Guidance of the American Psychological Association. *Occupations*, 1949, 27, 307–310.
Freeman, H. E., & Simmons, O. G. *The mental patient comes home.* New York: Wiley, 1963.
Hahn, M. E. Counseling psychology. *Amer. Psychologist*, 1955, 10, 279–282.
Peterson, R., & Featherstone, F. Occupations of counseling psychologists. *J. counsel. Psychol.*, 1962, 9, 221–224.
Reeves, J. H., Jr., *Analyzing student counseling service costs*, Unpublished ms., Univer. of Minnesota, 1963.
Sanders, J. F. Impact of the employed hospitalized and discharged mental patient on community attitudes. *Rehabilitation Counseling Bulletin*, 1963, 7, 17–20.
Scott, C. W. *Division 17 emerges: history of the Division of Counseling Psychology in* preparation.
Scott, Winifred. Characteristics of Division 17 members, 1950. *Counseling News and Views*, 1950–1951, 3, 9–14.
Shoben, E. J. Counseling. *Ann. Rev. Psychol.* Palo Alto, Calif., Annual Reviews, Inc., 1956.
Stubbins, J., & Napoli, P. Counseling with neuropsychiatric patient: a case study. *J. counsel. Psychol.*, 1958, 5, 295–30.
Study Commission of the Council of Guidance and Personnel Associations. *Job analyses of educational personnel workers.* Undated.
Super, D. E. Transition from vocational guidance to counseling psychology. *J. counsel. Psychol.*, 1955, 2, 3–9.
Super, D. E. Comments on Peterson, R., & Featherstone, F., Occupations of counseling psychologists. *J. counsel. Psychol.*, 1962, 9, 221–224, 235–237.
Super, D. E. Professional status and affiliations of vocational counselors, *in* H. Borow (Ed.), *Man in a world of work.* Boston: Houghton Mifflin, 1964.
Thrush, R. S. An agency in transition: the case study of a counseling center. *J. counsel. Psychol.*, 1957, 4, 183–190.
Tilgher, A. Work through the ages, *in* S. Nosow & W. H. Form (Eds.), *Man, work, and society.* New York: Basic Books, 1962.
Tyler, Leona. What do you mean, "routine"? *J. counsel. Psychol.*, 1959, 9, 174.
Veterans Administration. *Program guide: vocational counseling.* Washington, D.C.: Author, 1960.
Warman, R. E. Differential perceptions of counseling role. *J. counsel. Psychol.*, 1960, 7, 269–274.
Warman, R. E. The counseling role of college and university counseling centers. *J. counsel. Psychol.*, 1961, 8, 231–237.
Wilensky, H. L. Orderly careers and social participation. *Amer. sociol. Rev.*, 1961, 26, 521-539.
Wolford, R. A. A review of psychology in VA hospitals. *J. counsel Psychol.*, 1956, 3, 243–248.
Yamamoto, K. Counseling psychologists—who are they? *J. counsel. Psychol.*, 1963, 10, 211–221.

JOHN G. DARLEY

The substantive bases of counseling psychology

Three rather general observations should help to provide a setting for this paper. First, curricular planning and curricular revision represent the orgiastic, tribal ceremony of that strange primitive culture known as the faculty. Periodically, under malign or benign heavenly forces, we are gripped by the need to plan or replan a curriculum; we thrash through the arguments and compromises involved in establishing a training program, and fall back pleasantly exhausted and surfeited from the ceremonial task. Whether the new curriculum is better than the old, at what point cyclic erosions will start within it, or when the frenzy will grip us again, we do not know, and cannot know, since we do not have clear means-ends evidence in the fields of education and training, even at the professional level.

Second, within the total field of psychology, the published materials show that counseling psychology as a special application does not appear to be in high repute among psychologists. With few exceptions our APA approved doctoral training programs are not sought out by students; the number of people seeking ABEPP certification in the field remains small; the field is low on the status scale among psychological specialties requiring the doctorate; members of Division 17 show interesting patterns of overlapping membership in other APA divisions; and external financing is not clearly focussed, even though it is more extensive than we may realize. These observations, I believe, are correct, even though among non-psychologists our status may be higher, for as Brayfield has clearly pointed out, "Vocational counseling today is an officially recognized instrument of our national policy in social welfare and national security. By federal legislative enactment, administrative action, and operational example our gov-

ernment has extended recognition and support to vocational counseling" (Brayfield, 1961, p. 23). He refers here to developments in state and federal employment services; counseling programs in the Veterans Administration; the work of the Vocational Rehabilitation Administration, and the counselor training programs of NDEA.

Third, in the house of counseling, there are not only many mansions, but quite a few tenements, redevelopment projects, and real estate operators. This figure of speech does some violence to its original Biblical source, but does convey the idea that nobody really owns the property, is responsible for keeping it up, or can control the architectonic harmony of its development. We here may wish to speak to the importance of the counselor with the Ph.D. and with full training in psychology — a psychologist first, and then a counselor. The APGA, with equal integrity and comparable concern for society's needs, appears about to promulgate standards of professional preparation based on training programs requiring two graduate years (Wrenn, 1962). Federal and state agencies may promote and regulate practices, at various educational levels, resulting in the existence of professional personnel widely variant from APA or APGA standards. Yet the generic term *counseling* must serve to cover this broad spectrum; society's needs may not be ill-served by the spectrum, and society can only be confused in the absence of clear guide lines or buying guides when it seeks to purchase services to meet its needs. All this has been referred to as our "identity problem"—we have no clear identity. In connection with our identity problem, the report on "Counseling Psychology as a Specialty" by Division 17's Committee on Definition (APA, 1956) makes all the correct sounds, but seems to have gone unheard. It may be that our identity is unidentifiable and that our specialization has inadequate boundary lines and fences.

What solutions have we proposed? They may be briefly listed: a fusion of training at the doctoral level between clinical and counseling programs; a core program at the doctoral level for the "helping professions" in psychology, from which specialties could emerge; the development of clearly distinctive programs, including the establishment of new kinds of specializations in the field; the restriction of counseling psychology to a particular age range and setting, such as student personnel service at the college level; the allocation of counseling functions to a lower level of training, as in a two-year M.A. program. Each of these possibilities, be it noted, made certain assumptions about curriculum planning and revision, though these were not clearly spelled out.

Brayfield's excellent review of the field, quoted earlier in another context, makes this proposal: "I see two opportunities confronting us: (1) to fulfill our responsibilities as psychologists to establish and develop a body of scientific knowledge as the basis for the psychological service called vocational counseling, and (2) to stimulate the general development of psychology as a science through such endeavors. We need, I believe, to re-establish or reaffirm our roots in basic psychology . . . we should be psychologists first and foremost . . . I propose that we commit ourselves to the development, as an enterprise with the highest priority, of a science of the psychology of occupational behavior" (Brayfield, 1961, pp. 50–51). I like the sound of this, but a doubt intrudes: I'm not sure whether those of us who are old counselors will be much good as old scientists in developing a psychology of occupational behavior.

Assuming now that this paper should focus on curricular content at the graduate level, a look at our own statements on this matter will be pertinent. In our 1952 statement on practicum training (APA, 1952b) the following words appear: "The basic core recommended by the APA as background for graduate study in clinical psychology is in general considered desirable background for counseling psychologists" (p. 166). The citation is to the 1947 report of a special APA committee on training in clinical psychology, the Shakow Report (APA, 1947), which says that undergraduate training should involve twenty semester hours in psychology and approximately twenty semester hours of biological and physical sciences, nine in mathematics and statistics, six in educational philosophy and — hopefully — practice teaching, twelve in social sciences, nine in cultural history, and six in the area of "psychology as revealed in literature," as well as reading knowledge of two foreign languages.

In our 1952 statement on standards for training in counseling (APA, 1952a), we said that "The counseling psychologist should be given opportunity to acquire a core of basic concepts, tools, and techniques which should be common to all psychologists" (p. 177). We did not, however, specify what this common core was; this task was as difficult in 1952 as it was at the Miami conference on graduate training in 1958 (Roe et al., 1959). Beyond the common core, we wanted counseling psychologists to learn about: personality organization and development; the social environ-

ment; appraisal of the individual; didactic aspects of counseling; doing research; and professional responsibilities, broadly defined. This same report of course stresses practicum experiences, and slips in an "area of diversification" as a means of broadening the training experience. Another sentence appears in our own statement (APA, 1952a): "We feel strongly that research must continue as a basic job of the counseling psychologist and that he must be trained accordingly" (p. 176). This same statement has appeared from time to time in the definition of training for clinical psychology; whether it has been more honored in the breach or in the observance in either field is an open question.

Still on the track of the elusive core, I went back to the original report (APA, 1947) on graduate training in clinical psychology. Within *general* psychology it recommended content in general, physiological and comparative psychology, as well as work in the history of psychology and contemporary schools of thought, and work in developmental and social psychology. Within the area of *psychodynamics of behavior* would be found work in fundamental theories of personality and motivation in both normal and abnormal behavior, plus work in experimental psychodynamics and psychopathology. We may skip the recommendations in diagnostic methods and therapy, though I would point out that these encompass and go beyond what we believe is the content of appraisal and counseling in our field. In the area of *research,* we find course work in experimental psychology, advanced statistics and quantitative methods, and research in dynamic psychology. From related disciplines, the committee wants the clinical psychologist to know something of physiological sciences, social organization and pathology, and cultural impacts on personality development, in addition to some elementary consideration of clinical medicine.

This 1947 report is an interesting and significant historic document. While no one identified primarily as a counseling psychologist participated in its preparation, I believe we in counseling psychology would have cheerfully concurred in its recommendations. Certainly I find nowhere else in my search a statement from counseling psychology about doctoral training that does not implicitly or explicitly stem from, and accept the assumptions of, the report.

Having studied the 1947 report in some detail, I can more easily understand the Paterson–Lofquist (1960) findings on similarities in training programs for counseling and clinical psychologists. Since we have always held to the ideal of creating a psychologist first and a specialist second in

our graduate training programs, any recommendations about training will have high communality of definitions about general psychology; furthermore, the training programs *in action* will tend toward convergence on a substantial proportion of their subject matter.

Historically, as the forces of professionalization begin their work, idealized statements of graduate training programs come under practical translation in procedures for accreditation and institutional approval. Since accreditation in turn becomes the basis for certain kinds of financial support, more institutions seek it. As more institutions seek it, standards imperceptibly shift to allow greater participation in the training task by larger numbers of institutions. This is inevitable, since the standards are judgmental and consensual, rather than external or clearly objective. Psychology, unlike the older professions, also finds it hard to give up its skepticism, its individuality, and its commitment to variety in means-end formulations for graduate work. This adds to the difficulty of achieving consensus and occasionally erupts into soul-searching or actual revolt about our status as a professional field. We are presently, within the APA, witnessing another period of soul-searching about our past and future in this respect, including our legislative thrusts, our accreditation activities, and our professional aspirations versus our scientific roles.

At this point, I submit that we have a pragmatic or workable consensus about the substantive bases of counseling psychology, and that further word games about it are both futile and unnecessary. It will approximate the 1947 statement I have already mentioned. The institutions carrying APA approval for training in counseling psychology represent tolerable limits of faculty strength, student selectivity, course offerings, and practicum facilities, interacting together to produce adequately trained individuals. Needed improvements—and there are such—in these programs will come about under internal pressures and local soul-searching. In saying this, I may still reserve personal convictions that some are doing a better job than others; that I would be discriminating in sending children or adolescents to some individuals rather than others; or that I would want my daughter to marry the graduate of a particular approved program. But then I would be equally discriminating in choosing a physician, a psychiatrist, or even a clinical psychologist!

My point here is, quite simply, that we tend to reflect in our Ph.D. programs our commitment that so far as possible counselors will be well-grounded in psychology *and* will be given general minimum competence

in the specialty of counseling *and* will then learn more on the job *and* will later have access to post-doctoral experiences of value in enhancing their competencies.

Any attempt now to spell out course titles, areas of knowledge, proportional time distribution, or other details of training — to the goal of greater standardization—will not significantly reduce the variance in our Ph.D. programs, nor will it bring about any greater degree of compliance among those institutions carrying the training burden. Graduate schools have accepted about all the external social controls they are likely to accept, either in the form of accreditation, or meeting standards set forth in laws governing psychology, or responding to professional demands for extensively and minutely differentiated majors at the Ph.D. level. My position here is that of a conservative old department chairman, of course!

The discussions which follow will indicate whether or not my position that a tolerable consensus about the training of counseling psychologists exists is accepted. Let me assume for a moment that it is accepted. What then shall we say needs to be done about counseling psychology? Must we attract more students; if so, how? Must we attract better students; if so, how? Must we change our name and image; if so, how? The psychiatrist may feel that he can do anything better than the clinical psychologist, and he certainly knows he can do more things than the clinical psychologist; our colleagues in clinical psychology may cherish the same set of perceptions about those of us who are in counseling psychology; and we probably perceive similar elements of superiority as we look at some of our colleagues in related sub-doctoral specialties. Is this pecking order immutable? Or valid? Should we seek to establish research as the major contribution of the Ph.D. in counseling psychology? If so, do our graduate programs stress research and are our students likely to find appropriate models among us?

Alternatively, are we different in some way from other professional fields in psychology—less entrepreneurial, more service-oriented, more educational, more committed to a kind of institutional practice—and are these differences sufficiently fundamental so that we shall remain essentially as we now are, with an acceptance of this self and a maturity about our contributions that will permit us to do our job without feeling insecure and without constant breast-beating? Since we have not successfully exhorted ourselves into visibility and distinctiveness, it is comforting to recall that the meek shall inherit the earth, and that other applied fields of psychology are being driven back to greater concern with our research substrate and the need to synthesize the range of empiric studies available to us.

REFERENCES

American Psychological Association, Committee on Training in Clinical Psychology. Recommended graduate training program in clinical psychology. *Amer. Psychologist,* 1947, 2, 539–558.

American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. Recommended standards for training counseling psychologists at the doctorate level. *American Psychologist,* 1952, 7, 175–181.

American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. The practicum training of counseling psychologists. *Amer.* Psychologist, 1952, 7, 182–188.

American Psychology Association, Division of Counseling Psychology, Committee on Definition. Counseling psychology as a specialty. *Amer. Psychologist,* 1956, 11, pp. 282–285.

Brayfield, A. H. Vocational counseling today, *in* E. G. Williamson (Ed.), *Vocational Counseling, a reappraisal in honor of Donald G. Paterson.* Minnesota Studies in Student Personnel Work, No. 11, Minneapolis: Univer. of Minnesota Press, 1961, pp. 22–58.

Paterson, D. G., & Lofquist, L. H. A note on the training of clinical and counseling psychologists. *Amer. Psychologist,* 1960, 15, 365–366.

Roe, Anne, Gustad, J. W. Moore, B. V., Ross, S., & Skodak, Marie (Eds.) *Graduate Education in Psychology.* Report of the Conference on Graduate Education in Psychology held at Maimi Beach, Florida, Washington, D.C.: The American Psychological Association, 1959.

Wrenn, C. *The Counselor in a Changing World.* Washington, D.C.: American Personnel and Guidance Association, 1962, vii + 195 pp. See also *Report of the Committee on Professional Preparation and Standards,* American Personnel and Guidance Association, Washington, D.C., 1 August 1963. Mimeograph, 13 pp.

LEONA E. TYLER

The methods and processes of appraisal and counseling

It is the processes rather than the methods of counseling that really deserve our serious attention. It is only when we really understand the developmental processes which the counseling experience stimulates or facilitates that we will be able to make sound evaluations of the methods we use, to give neophytes efficient training in their application, and to develop better and more varied techniques. So I should like to turn our spotlight first on the processes, and bring in methods and techniques as secondary phenomena, the means we use to initiate and maintain the processes.

Possibilities, Individuality, and Counseling

Last year during the quiet leisure hours my pleasant exile in Amsterdam gave me, I tried to think through some of the broader, more basic questions about the course of an individual's life. The one concept that took on increasingly clear shape and around which all my thoughts began to organize themselves was the concept of *possibilities.* A person's experience at any given moment or over a period of time represents only a fraction of the kinds of experience that would have been *possible* for him even in the same situation. The activities a person engages in constitute only a fraction of the activities it would be *possible* for him to carry out. Through some sort of organizing or structuring process, the raw material of a person's life is given a form that controls this selection. Viewed from a psychological vantage point, the universe consists not of things but of possibilities. In-

dividuality is best described as each person's unique pattern of organized selection.

I will not go into any detail about the reasoning on which these conclusions rest. The basic foundation stones are what one might almost call factual absolutes of some sort. The first of these is simply that activity, continuous from conception to death, is natural for a living organism. Furthermore, *reactivity* or *stimulatability* is one of its built-in characteristics. In the higher animals and man, the complexity of muscular, sensory, and neural structures make innumerable varieties of activity and experience possible.

The second of these factual absolutes is that each living creature is limited in time. At any one time there are many kinds of activity that he cannot carry on simultaneously. Over a period of time, a day or a lifetime, he cannot carry out all possible kinds of activity successively.

Because of these two absolutes, selectivity is imposed upon each living being. It is as though nature said to him: You must do something. You can't do everything. Now go ahead and deal with this condition of life in the best way you can. Man differs from other animals not in the fact that he faces this set of biological imperatives but in the fact that he is more or less aware of them.

> For of all sad words of tongue or pen,
> The saddest are these: "It might have been!"

A good deal of evidence has accumulated that selection from a universe of possibilities does occur. Several researchers in the field of perception have emphasized the fact that perception is a selective process, and some of them have explored individual differences. Some learning theorists have stressed the selective aspect of the development of habits and skills, the eventual limitation of responses to only a few of the movements that were at first made or could have been made, and the classic Guthrie and Horton study shows how individual cats differ in the selection of movements they make in getting out of a puzzle box. The reason we do not have more evidence from psychological experiments about the way in which animals, including man, deal with possibilities is that in their attempts to control conditions and limit attention to a small number of variables, researchers remove from the situation most of the possibilities for response that real life situations contain. We need a different sort of research technique to study possibility selection.

Thinking along these lines, one can consider patterns of interests and values as long-range programs for selecting some kinds of experience and activity and ruling out others. Perceptions, habits, strategies for problem solving, internalized social roles, cognitive styles—these can all be viewed as fundamentally similar phenomena. One could use as a label for such phenomena Piaget's term, *schemata,* Miller, Galanter, and Pribam's term, *plans,* or the information theorists' term, *program.* In order not to limit myself to the connotations of any of these words, to be both explicit and nonrestrictive, I have been using in my own thinking the term *possibility structure.*

There is one feature of behavior governed by possibility structures that is of particular interest to counselors, namely, *variability.* Because a person with his billions of nerve cells and the thousands of "behavior objects" and "behavior settings" in which he moves about is so incredibly complex, it is not strange that we should encounter such variability from occasion to occasion and from person to person. We can assume that it is natural for a person to develop several ways of perceiving what is apparently the same stimulus and several ways of reacting to what are apparently identical situations. With a repertory of possibility structures at his disposal, he will use sometimes one, sometimes another, and thus his behavior from occasion to occasion will vary somewhat. Individual differences are determined both by genetic factors that limit a person's range of possibilities and by whatever systematic and chance factors govern the crystallization of some structures and not others out of a complex solution.

After this long introduction, let me say that the purpose of counseling is to help a person deal with his own unique world of possibilities. The help he needs may be of many different kinds. But whether it involves helping him to crystallize structures out of diffuseness, let go of structures no longer appropriate, see structures that were previously invisible, modify structures that are almost but not quite satisfactory, or any one of a number of other specific processes, the underlying general process counselors try to facilitate involves seeing, selecting, and carrying out one or more of the alternative kinds of action the client finds to be possible in his situation.

The most distinctive feature of counseling as compared with other varieties of psychological appraisal is that it is appraisal *with* the client rather than *of* him. It is his own awareness, not the counselor's, that is important. Often, if not always, he will see before the counselor does some characteristic of himself and his situation that leads to a restructuring of possibilities.

The task of the counselor is to facilitate the client's self-appraisal rather than to make an objective diagnosis.

Viewed from this vantage point there is no essential difference between *kinds* of counseling. It is perhaps clearer that counseling helps a person survey his possibilities and choose a plan of action when we are dealing with career questions than it is when we are dealing with such things as personality difficulties or marital problems. But I have come to see the *process* through which help comes as the same. The sort of vicious circle so often found in unhappy people can be viewed as an unsatisfactory way of structuring possibilities. The aim of counseling is to discover an alternative structure that works better or to modify this one so that it will serve. Take, for example, the following not-too-uncommon sequence. A mother is anxious and preoccupied; her child is uncomfortable at home. After school he roams around town instead of returning home. This makes his mother more anxious than ever, and when he does come home she punishes him for running away. This makes the child even more uncomfortable in the home situation than he was before. The next day he is less able than before to resist the temptation to roam. The mother becomes even more anxious and angry and punishes him still more severely. The child's unhappiness about the home situation increases. And thus things progress in seemingly inevitable spiral from bad to worse. Obviously what this mother is doing is only one of many possible ways of coping with her own anxiety and only one of many possible ways of disciplining a child. She probably already has other alternative possibility structures available which can be located without a very intensive search. Counseling can help her find them.

I would like to do away with the distinction we so often make between vocational and personal problems. But I would go farther than this. I would like to make counseling available to persons who do not have any *problems* at all. We limit our usefulness if we insist that clients must present some sort of difficulty in order to qualify for our attention. People who are sailing along smoothly can also benefit from a careful exploration of possibilities. Again and again we pay lip service to the principle that counselors are interested in the optimum development of *normal* individuals, but in our practice and in our theorizing we often seem to assume that we have nothing to offer unless or until something has gone wrong.

There is one other general concept I should like to clarify before going into a more detailed analysis of processes and methods. I have found my-

self replacing the motivational concept of *goal* with the slightly different concept of *direction.* A structure that organizes a person's world of possibilities may or may not include a goal. I suspect that our theoretical models of motivation rely too heavily on observations of animal behavior controlled by hunger, thirst, or sex drives. As one describes such drive-controlled behavior, it is meaningful to speak of a goal. As one looks at much human behavior, it is not. For every college student for whom one can say "His goal is to be an engineer," there are ten others who simply do not have specifiable goals. What one does find in appraisals of such persons are preferences for moving in one direction rather than another. It is quite possible to choose a road even if one does not know its destination. We certainly should not ignore possibility structures based on goals if they are present, but we should not insist on imposing goal structures on persons who simply do not organize their lives in this way.

Appraisal of Possibilities as the Client Now Sees Them

Now let us turn to some more specific topics into which this large subject of the appraisal of possibility structures can be broken down. The first of these is the appraisal of possibilities in a client and his situation *as the person himself now sees them.* This is the aspect of the total counseling process to which Rogers and his associates of the client-centered school have made the greatest contribution. What entering the client's personal world of possibilities requires of the counselor is really interested *listening.* He must be sensitive to what the counselee says and how he says it. He must follow the sequences of topics discussed and notice the relationship of one thought to another. He must take each thing the client says seriously but not too seriously, remembering always that a person can say only one thing at a time and that the total complex of feelings about any one subject is likely to be more intricate than it appears at any one moment. What the counselor *says* in the pauses between the client's expressions of ideas and feeling is not terribly important. Partisans of nondirective techniques have too often trained students to say the "right" thing (or not to say the "wrong" thing) but have not communicated to these would-be counselors that it is what one *hears* rather than what one says that is important.

If a counselor is to enable all kinds of individuals to communicate with him, he will need certain other skills as well as the ability to understand

what he hears. He will need to be able to encourage some kind of expression in taciturn clients, perhaps by suggesting possible ways to begin. Presenting the person with alternatives from which to choose is preferable to offering a single suggestion. For example, he may say, "You might begin by telling me what you think are the most important events or influences in your past life, or you might give me an idea of what your situation is right now, where you live, the people who are important to you, etc." The framing of such initial statements to suit individuals about whose lives one has only a few clues at the beginning is a real counseling skill, and I am suddenly impressed with the fact, as I write this, that it is one about which we have done no research and know almost nothing.

Another important interview skill is that of making more explicit some meanings that have been only vaguely expressed. I have avoided calling this behavior "interpretation" because of the many often conflicting meanings the word has taken on in discussions of therapy. If the aim of this first phase of counseling is to enable both counselor and client to view the client's already existing possibility structures, the counselor must often clarify an obscure thought. Even if the outline he tries to sharpen is not precisely what the counselee has been trying to sketch, the sequence of attempts to communicate often produces increasing clarity.

Sometimes the counselor's structure-clarifying task goes even further than this. In cases where the client's thinking is extremely diffuse and fragmentary, it may be advisable for the counselor to propose two or three clear alternative ways of stating what he thinks the client is trying to say. He does not insist that the counselee adopt one of these versions and he welcomes any interpretations this course of action may stimulate the person to develop on his own. The point is that a counselor needs to know how to modify his own behavior in the interview situation in ways that will render it possible for the counselee to describe his world of possibilities as he sees it and to see it more clearly than he did at the beginning.

In addition to these interview skills, a counselor needs to have a good working knowledge of other techniques through which individual possibility structures can be expressed. By far the most useful of the testing methods for this particular purpose are the interest tests, especially the Strong *Vocational Interest Blank.* The score on each scale stands for a pattern of occupations and activities considered possible or rejected. If this score is an A or B+ it represents a possible choice of a plan for living, a choice which, if the individual makes it, will operate as one of the con-

trols over what is accepted and rejected in the future. It is no accident that this particular instrument has taken on a preferred status among counseling psychologists.

Many other tests could be mentioned. One that is often useful in revealing an individual's strategies for dealing with possibilities is the Allport–Vernon–Lindzey *Study of Values.* This can help counselor and counselee to infer what it is that links certain choices and rejections together. The only trouble is that it works only for counselees whose cognitive structures are at least somewhat similar to those Spranger used. I am sure that there are many persons who do not think this way at all, so that for them a preponderance of social, esthetic, or political responses may be an irrelevant, possibly even misleading datum. If we had a technique that really revealed *what* a person tends to choose and *why,* it would serve us well in counseling. This is an important research problem.

I have followed with great interest recent reports in which the Myers–Briggs *Type Indicator* seems to have made a useful contribution to counseling. Perhaps these Jungian categories will turn out to be valuable ways of conceptualizing some important kinds of possibility structures. Kelly's *REP Test* is another that appears promising.

We may also appraise an individual's possibility world through projective techniques. It is fair to say that the *Rorschach,* the *TAT,* and the other projective methods so commonly used by clinical psychologists have not heretofore proved very useful in counseling. It seems to me that they might contribute much more to our work, however, if we could develop ways of scoring or evaluating an individual's performance without reference to psychopathology. McClelland's work on the achievement motive illustrates this kind of approach. Probably much of this body of knowledge about achievement motivation is applicable in counseling right now if we do the supplementary research needed to bridge the gap between the laboratory and the counseling office.

Another variety of projective technique used from time to time in counseling is the incomplete-sentences test. Tests of this type could be constructed in such a way as to help us see what an individual considers as possibilities for his life and what he wants or desires.

Little need be said about the less structured or standardized techniques such as the autobiography except to state that they can be valuable appraisal techniques in many cases. Various things counselees have written can help us understand them. In one instance, for example, I asked a brilliant student, whose complaint was extreme difficulty in taking examinations, to bring in some of his recent exam papers. Although I was not overly familiar with the periods of history and literature on which he was being examined and would probably not have been able to produce very respectable answers to the exam qustions myself, one thing that *he* was doing was apparent from even a superficial reading of his essays. I said to him, "You don't really want to answer other people's questions, do you? You'd rather write about questions you think are more interesting." The comment struck fire. He launched into a discussion of his long, continued struggle to be different, unique, a character. Using the strategy of writing a penetrating essay on something foreign to the intent of the instructor's question, and perhaps of leaving himself time for only one or two such essays during a whole examination hour when he was supposed to answer five questions, he was getting a special kind of attention from his instructors. He would get an F on the exam but would be called in for a long conference in which the instructor showed a great deal of interest in him as an individual. Since this interest was one of the things he really valued most, he was never able to change his direction however much good advice he was given about techniques of taking examinations. In terms of possibility structures, the only kinds of action his present automatic screening device was letting him consider were those that produced this kind of recognition.

The other tried and true method for appraising counselees' present possibility structures is observation of actual behavior. Those of us on large campuses do not have as much opportunity for this as we would like. Counselors working in hospital situations may or may not get to watch patients on the wards and in hospital activities. One of the values of the sheltered workshop in rehabilitation is that it allows counselors to observe significant behavior directly. We can also use indirect behavior observations if we have access to good records covering some aspects of a client's past life, or if he can be induced to observe his own behavior more systematically than he ordinarily does, as, for example, when he keeps a daily activity record or writes a diary.

I have been more and more impressed with the value of behavior observation. Possibly we need to re-examine our common assumption, borrowed from psychotherapy, that all kinds of social contacts between counselor and counselee are to be avoided. As I have been analyzing it, the counseling relationship is different from the therapy relationship, and it

may not be harmed but actually strengthened by some of these other kinds of association. In the variety of situations where counseling psychologists now work, we should be able to carry on some research that would give us a better basis for answering this question. School counselors, for example, participate in extra-curricular activities with some of their counselees but not with others. Could two equivalent groups be set up, and aspects of the counseling relationship be compared? In many agency situations, rehabilitation counselors go to visit some of their clients at home or on the job. Others they see in their offices. Is there opportunity for a meaningful comparison here?

As counseling services are extended to less articulate segments of the population—the educationally disadvantaged, the mentally retarded, and others—we are going to have to try to discover non-verbal or at least less verbal ways for such clients to communicate with us. It is one of the challenges we face right now.

Appraisal of New or Different Possibilities

The second main variety of appraisal counselors are called upon to make is the appraisal of new or different possibilities that are not now part of the client's psychological world. I have an impression that this was a somewhat neglected area during the period when all of counseling was considered to be almost, if not quite, identical with therapy. It has always played an important part in vocational guidance, and techniques developed there can be extended into other areas.

The most familiar of these are the ability and achievement tests. In order to use them for this purpose of appraising new possibilities, they must be chosen in such a way that scores will have a bearing on not only questions the client has specifically raised, but also others that have not occurred to him. This is perhaps the best argument for the full scale testing programs carried on in many high schools and colleges, a value that the severe critics of such programs who have been writing about them in books and magazines do not seem to understand. A boy who has never expected to go beyond high school can have the new possibilities a college education would bring brought to his attention. A girl who has expected to teach on the high school level can be stimulated to consider the possibility of graduate work and college teaching.

One trouble with large-scale testing programs is their lack of flexibility

or adaptation to individual differences. I wonder if it would not be possible for counselors to have some influence on the actual choice of tests for various groups. Why should retarded tenth graders take the *Iowa Tests of Educational Development* along with the rest of their class and come out with flat profiles lying at the bottom of the profile sheet, meaningless to themselves, their teachers, and their counselors? They could just as well have been taking easier tests of grade school content that would have revealed what kinds of things they do and do not know. Or perhaps the *GATB* would show up more possibilities in such cases than any high school achievement battery. At the other extreme, why should the brightest students who hit the ceiling on every test spend their time getting data from which everyone concludes: "You can do just about anything you want to." Tests like the *College Entrance Examination* are better clues to where their relative strengths and weaknesses are.

But we cannot rely on tests alone to suggest possible occupations or ways of life for an individual. An analysis of situations in which he lives or might live is always required—home, school, community, and nation. Sound information and perceptive attitudes are essential. It is an accepted part of vocational counseling to consider trends as well as present status in the occupational world. What kinds of work are on the increase? What kinds are declining? What new possibilities are just coming over the horizon? It is just as important that trends in time be considered when we are thinking about possibilities of social interaction, community service, group membership. In the case of an acute conflict between a college girl and her mother, for example, should a counselor help daughter or mother search for other ways of handling the relationship, or should he see as a more promising possibility the growth of independent attitudes in the daughter, so that the relationship will become less central and eventually will take on a different pattern? The increasing independence probably agrees better with developmental trends in most subcultures of our society.

Besides this skill in identifying some possible directions in which a client might move, a special skill in communication is involved. Because these new possibilities are not now a part of the client's thinking about his life, there is danger that he will reject them without even considering them, or that he simply will not grasp the information the counselor is trying to give him. One component of this particular counseling skill is *tentativeness*. To be able to introduce a new idea very tentatively, withdrawing it if

one senses actual hostility to it, presenting another thought but not insisting on it, is a kind of trial-and-error behavior that perhaps is learned only through experience. The one thing that can be said to help inexperienced counselors develop it is: "Learn to be *patient.*" It may happen that one presents two or three tentative possibilities to a freshman in September. He apparently pays no attention and goes on in the same direction he was headed when he came in. A year and a half later one meets him on the campus and finds that he is now majoring in one of the fields the counselor had mentioned, but has no recollection of the fact that his contact with the counselor had anything to do with the decision. It gradually became a part of his own thinking and he acted accordingly. An even harder outcome to assess fairly is the report of such a counselee that he is now doing something quite different from any of the specific possibilities discussed in the interview, but something that would probably never have occurred to him had the other things not been discussed and perhaps tried.

Getting Rid of Non-Feasible Possibility Structures

A third main variety of counseling task, at the opposite extreme from the foregoing one, is helping clients to get rid of non-feasible alternatives, possibility structures not actualizable in the real world. Take, for example, the case of Terry, a 23-year-old graduate student specializing in French literature, married to a graduate student in chemistry. She seeks counseling becaues of psychosomatic symptoms that she attributes to some sort of emotional conflict. There are many components of her diffuse discontent with her life—resentment against some of her instructors and boredom in some of her classes, extreme fatigue after she works and studies all day and then must come home to cook and clean and wash dishes, irritation at her husband's obtuseness about things that matter to her, a lack of sexual satisfaction in the marriage. But back of all these hostilities and irritations she becomes aware of a beautiful dream about what she wants her life to be like. In it she is somewhat like the hostess of a nineteenth-century French salon, presiding over a little world full of wit, sparkle, gaiety, intelligent conversation—a world not achieved by her own efforts but provided for her by someone else, where she reigns as a matter of right. It is against this background that both her graduate program and her serious, hard-working husband are being viewed. And until she stops demanding this impossible thing of life any sort of contentment is beyond her reach.

I have been impressed in recent years with the number of cases in which some such unattainable dream stands in the way of progress. It is perhaps because the life stage most of my clients have reached at 18, 19, or 20 is one in which the developmental task of shifting from fantasy to reality is salient. I am also impressed with the number of times in which this kind of possibility structure remains unexpressed and thus invisible to both counselor and client, even over a long series of interviews in which there seems to be a sincere effort to communicate.

Romantic dreams are by no means the only kind of non-feasible possibility structures that can hamper a person's development. A college boy might as well stop thinking about the demands and the rewards of a career as a psychologist if his academic record is poor, his score on college aptitude tests mediocre. A girl from a poor family with no evident assets of beauty or personal charm might as well not consider membership in the most exclusive campus sorority as a plan for improving her marriage prospects. Thinking about what life would be like had one only been born into a different family is profitless thinking. Considering what one could do if he were twenty years younger, $10,000 richer, or closer to sources of political influence makes no contribution to realistic planning. Some consideration of these non-feasible plans during *early* interviews may help to delineate the client's possibility world, but to go over and over them does not make for progress in his thinking.

Once a non-feasible plan for life is identified, getting rid of it seems to involve either replacing it with another or modifying it to render it achievable. If the task described earlier—the discovery of new possibility structures—has been successfully accomplished, replacing the dream by an equally attractive workable plan may not be too difficult. In one such instance I remember with special clarity a plain, oversized girl, highly intelligent, competent, and idealistic, but completely without glamor or dramatic talent, who all at once wrenched herself loose from her dream of becoming a great actress for whom audiences applauded wildly. She adopted an alternative life plan based on human service, beginning immediately with a summer at a Friends' Work Camp. More frequently such shifts are not made all at once, but little by little. The boy who tried as hard as he could and still came out with a D in freshman chemistry and biology must keep reminding himself that the idea of becoming a physician has to be abandoned.

IDENTIFYING PROMISING DIRECTIONS OF CHANGE

The last of the special skills in dealing with human possibilities that a counselor needs is the ability to identify promising directions of *change* in the possibility structures a person presents. Remember that I am using the term "possibility structure" to cover all the varieties of organization that control what kinds of material an individual takes from the vast universe of possible experiences and what kinds of activities he carries out. Remember that this blanket term covers interest patterns, values, social roles, and complex habits and attitudes, and that each individual develops his own unique assortment of these control structures.

We can assume that after adolescence the central or basic structures are not likely to change very much. A good many lines of evidence, such as the follow-up studies with the Strong blank, support this assumption. Therefore the aim of counseling should not ordinarily be to bring about a lot of change in a person but rather to locate the places in the total pattern where change would be possible and where a *little* change would make a significant difference in subsequent development. The skill involved here is one of differentiating "soft" from "hard" areas. At present it is exercised almost exclusively on interview data. The kind of interview content most useful in clarifying this distinction is a client's account of what he does between interviews. If a person is dissatisfied with the way his life is going, he is likely to be trying other ways besides coming to see a counselor in his effort to bring about a change. Good resolutions, a move to a different room or a different house, a frank conversation with spouse or friend, a change in clothes or hair style—these are all examples of the attempts clients make on their own to change something. If a counselor has developed a penetrating understanding of the person's possibility world, he may be able to appraise more accurately than the person himself can why some of these attempted changes work and others do not. Then if some reinforcement seems called for, the counselor can furnish it simply by his approval of some of the things the counselee is doing.

In principle I have no objection to a counselor's making suggestions about things to be tried between interviews, but in practice I have found that my clients are more likely than I am to generate ideas that work. Perhaps some day we will have more systematic procedures to help us develop such ideas. In this connection the concept of possibility around which I

have been organizing all these remarks has been especially useful to me. When you consider all the experience and behavior of an average college student on an average day there are actually hundreds of possible ways in which the pattern of his life could be changed. We can't possibly consider them all. What we need is a kind of "heuristic" for locating the ones most worth considering. At present this aspect of the counselor's task is haphazard at best.

RECAPITULATION

I have tackled this analysis of the processes of counseling and the counselor's tasks using what is now my favorite tool—the idea that an individual and the psychological world in which he lives represent an organized selection from a universe of innumerable possibilities. Because the system is an open one and the selection never complete and definitive, the counselor participates in this ongoing process. For persons whose development is proceeding smoothly and who are not aware of any conflict or difficulty, the principal contribution counseling can make is to help the person achieve a clear appraisal of himself and his situation, to see where he is going and some paths into which he might be able to direct his steps if he wished. For persons who are not satisfied with the shape their lives have taken, counseling may help in one or both of two ways—perhaps in other ways as well. Through his counseling experience the client may become aware of alternative possibility structures already crystallized out of the complex flux of his previous experience, structures that are available for his use if he chooses to adopt them. Or he may be stimulated to try to produce *modifications* of some aspects of the structures that now control his experience and activity so that they are more satisfactory in their operation.

Perhaps we should not speak of appraisal *and* counseling. The cooperative task of appraisal carried out by counselor and client together, each communicating freely with the other, *is* counseling. In a world where the possibilities for the development of individuals grow increasingly numerous and complex but where the *time* a person is given in which to actualize these potentialities is still strictly rationed out, the importance of enabling individuals to make their selections wisely can hardly be overemphasized.

ROGER A. MYERS

The content and character of the training programs in counseling psychology

The professional preparation of counseling psychologists is an enterprise in which many universities have engaged from time to time. Since it is likely that both the content and the character of the training programs for this purpose are significantly influenced by the setting in which they are carried on, it seems appropriate to begin with a consideration of some of the vital statistics of these settings.

The most recent list of approved programs in counseling psychology included 24 universities (Ross, 1963). The first[1] such list included 23 (APA, 1955). Of these, 19 have remained on the approved list continuously since the beginning. However, information received subsequent to the publishing of the 1963 list strongly suggests that two of these 19 will discontinue their programs soon. Fifteen of these original and persistent 19 first appeared on the lists of approved programs for both counseling and clinical psychology, while four of them had approved programs in counseling only. Since that time three of these four have been added to the approved clinical list.

Four of the original 23 have dropped from the lists in recent years, one in 1960, two in 1961, and one in 1963. All four began with approved programs in both counseling and clinical psychology and withdrew only from counseling. Five universities have been added to the list since 1955 and have remained through the current listing. These new listings occurred in 1956, 1957, 1958, 1959, and 1961. Each of the five is presently included in both the counseling and the clinical lists.

[1]Although there was a list of programs published in 1954, the first list resulting from evaluations of the Education and Training Board appeared in 1955 and this list was used.

One might conclude from all of this that universities with approved counseling programs also have, or subsequently get, approved programs in clinical psychology. Some of the influences of this cohabitation will be detailed in later sections. It might also be concluded that long life is characteristic of many of the counseling programs and, as of this writing, the birth rate has exceeded the death rate. Recent reports from two patients in the sick room indicate that this might not be the case for long, but other reports, from the delivery room, suggest that the population may actually be stable or expanding.

It should also be mentioned that not all of the universities which train counseling psychologists or related professional specialists do so with the approval of the Education and Training Board. A recent listing of such programs (Ross & Harmon, 1963) includes 12 universities in the United States which offer doctoral degrees in counseling. Two of these 12 offer the degrees in colleges of education, while the rest offer them in departments of psychology. Nine more institutions offer doctoral degrees in related areas which are described by such terms as guidance counseling, rehabilitation counseling, guidance and student personnel work, etc. Seven of these nine programs are carried on in departments or colleges of education and the other two are in departments of psychology. This total list of 21 institutions includes two that have approved counseling programs elsewhere in the universities, one that has dropped from the approved list, and several that are presently seeking approval.

It is clear from all of this that the production of professionals who might be identified as counseling psychologists is a task which a great many universities—45 by this count—have been inclined to undertake, with or without the blessing of the Education and Training Board. In this regard it is interesting to note Yamamoto's (1963) concern about the fact that among the list of universities producing the largest number of doctoral degrees earned by members of Division 17, only three of the top six and five of the top 12 have approved programs.

The APA-Accredited Programs

But the concern of this paper is with the 24 institutions with currently approved programs and with the nature of those programs. As part of the planning for this conference letters were sent to department chairmen and to coordinators of programs at these institutions. The letters requested

each program coordinator to send formal materials descriptive of his program and an informal letter describing the strengths, weaknesses, and trends in his program as he saw them. Assurances were given that all such material would be treated confidentially and that individual sources of information would not be identifiable. The discussions which follow are based on the responses to this request.

The responses made possible a classification of the programs into more or less homogeneous types. The first and most easily classifiable type is best described by the label *no program,* represented by three departments. At two of the institutions the respondents stated that there was no currently active program in counseling psychology. Both cited the lack or unavailability of qualified faculty as the major reason for the inactivity. Both declined to send a representative to this conference and neither sent descriptive information. One suggested that the future of the program at his institution would be carefully reconsidered soon and the other stated that his program would be withdrawn from the approved list before it was published again. A third respondent stated that although there was still a program at his institution, there were no students in it. He did not indicate that there were plans to discontinue the program or to make any changes in it, and he did send descriptive information, so his program was included in one of the categories that follow. He did, however, suggest that the complete absence of students might be interpreted as a weakness.

Eight of the programs could be classified as *undifferentiated* from the corresponding training program in clinical psychology. Respondents from these programs indicated in a variety of ways that there were few, if any, differences between the preparation for the two specialties except for those encountered in the practicum and internship experiences of the students.

A third type of program has been described as *differentiated* from its corresponding clinical psychology program and includes seven universities, each of which has only one program administered exclusively by a department of psychology. The respondents from these programs described them as characteristically different from clinical psychology and suggested some autonomy of functioning for the counseling psychology area within the psychology department.

The final type has been called *joint programs* to indicate that the training in counseling psychology is administered jointly by a department of psychology and either a department of education or a department of educational psychology. As will be elaborated below, this type includes some

universities which actually have two programs rather than one. Seven universities are included in this type.

This classification scheme is obviously not a perfect one and it is recognized that some distortion of one or two of the programs might result from its use. However, it is based in part on relatively spontaneous remarks made by the respondents. That is, in some sense, the respondents seemed to ask that they be classified as they were. In no case did a respondent's self-classifying remark disagree markedly with the evidence provided in the program description. The value of this typology can be judged by the discussion which follows.

Curriculum Content

The nature of the curriculum for training counseling psychologists was prescribed with reasonable specificity by the Division 17 Committee on Counselor Training in 1952 (APA, 1952). This prescription established guidelines for the proportions of training time to be devoted to core subjects (16–18%); to personality organization and development (5–7%); to knowledge of the social environment (3–5%); to appraisal of the individual (8–12%); to counseling (5–7%); to diversification (7–12%); to professional orientation (3–5%); to practicum, fieldwork, and internship (30–33%); and to research (11–12%). Although it was originally planned that this analysis would compare existing curricula to these prescribed proportions, the plan could not be carried out. This was primarily due to the fact that current practices have resulted in courses which cut across two or three categories, making it impossible to decide how much of a given course corresponds to a given category. Nor was it possible to tell from the descriptive material provided exactly what was the typical total curriculum for many of the programs. Unspecified minor areas of specialization and sizable blocks of free elective time often beclouded important details. However, it was possible to examine in detail curriculum descriptions from seven of the programs for which all of the relevant facts were available and in which similar arbitrary classifications could be made. The results of this sampling suggested that in general the 1952 guidelines are being followed.

For a more manageable analysis of the program descriptions a series of questions was devised which provided a basis for comparing programs on elements which are in fact comparable. The questions arise from a concern with what have been generally accepted as the major historical influ-

ences on counseling psychology: vocational guidance, psychological measurement, and personality development (APA, 1956).

Question 1: *To what extent is the historical influence of vocational guidance represented by course offerings in counseling psychology programs?* To answer this question program descriptions were searched for courses in occupational information, vocational choice theory, vocational adjustment and development, and similar titles. Listings which employed the relevant adjectives to modify appraisal or practicum courses were excluded and considered in later discussions. The findings are reported in Table 1.

TABLE 1
Course Offerings in Occupational or Vocational Subjects by Type of Program

	Number of Courses				
Program Type	0	1	2	3	Total
Undifferentiated	3[a]	3	2	0	8
Differentiated	0	3	1	3	7
Joint	0	3	3	1	7
Total	3	9	6	4	22

[a] One course in Occupational Information may be taken outside the department.

The table indicates that 12 of the 22 programs offer no more than the single course in occupational information, and three of these do not even offer that within the department. Of the four programs which offer more than two such courses, three are of the differentiated type. It is interesting to compare these findings to those of Paterson and Lofquist (1960) who judged that of the 20 programs on which they had information, six placed emphasis on the world of work, nine had little such emphasis, and five had none at all.

Question 2: *To what extent do training programs reflect the historical influence of psychological measurement?* To answer this question the program descriptions were searched for evidence of offerings in psychometrics beyond the initial course in measurement. A second course in foundations of measurement was counted as one, as were courses in test construction, vocational appraisal, appraisal of disabilities, achievement and aptitude testing, etc. The results of this search are reported in Table 2.

TABLE 2
Course Offerings in Psychometrics Beyond the Introductory Course by Type of Program

	Number of Courses				
Program Type	0	1	2	3 or more	Total
Undifferentiated	2	3	1	2	8
Differentiated	0	2	2	3	7
Joint	0	1	4	2	7
Total	2	6	7	7	22

Table 2 indicates that psychometric offerings are present in current programs to a considerable extent. Seven of the programs offer three measurement courses beyond the introductory one, and in several of these programs it is possible for a student to elect measurement as a minor area of specialization.

A second kind of consideration related to this question is the extent and nature of the psychodiagnostic courses required in the programs. An attempt was made to determine whether the sequence of courses traditionally identified as clinical methods (i.e., individual intelligence testing, projective techniques, and personality diagnosis) was required in the counseling programs. Two conditions account for all of the programs reporting. The first is that under which the clinical methods courses are required and taken along with students in clinical psychology. The second is that under which a similar, sometimes but not always shorter, sequence of courses designed especially for counseling students is required. Table 3 presents information on the frequencies of these conditions.

From Table 3 it is evident that all of the undifferentiated programs re-

TABLE 3
Nature of Psychodiagnostic Requirement by Type of Program

	Same as for Clinical Psychology	Different from Clinical Psychology	Total
Undifferentiated	8	0	8
Differentiated	4	3	7
Joint	2	5	7
Total	14	8	22

quire the same sequence of psychodiagnostic courses for counseling students as is required for clinical students. It is likely that this was a major factor in causing the respondents from these programs to describe them as identical or similar to the clinical programs. Slightly more than half of the differentiated programs require the same sequence, while this situation is somewhat rare among the joint programs.

The final issue under this question of the extent and nature of psychological measurement influences has to do with the presence or absence of an appraisal practicum which is unique to the purposes of the counseling psychology program. Seven programs include such a practicum, two undifferentiated, three differentiated, and two of the joint type.

Question 3: *To what extent is the historical influence of personality development represented in the curricula?* To answer this question the program descriptions were examined for courses in personality theory and developmental psychology. The results are suspected of being somewhat unreliable because of the undetermined amounts of this subject matter included in core or proseminar courses and because of the obvious inclusion of personality theory in psychodiagnostics and in counseling practicum. In spite of these sources of possible confusion, it can be reported that for most of the programs the modal pattern was to require from 12 to 15 semester hours of such courses. In comparison with the 5–7% prescribed in the recommended standards of 1952, this might be considered a departure in the direction of increased emphasis.

It seems appropriate to record here a series of impressions which have emerged from repeated reviews of the program descriptions. These impressions did not result from any consciously guided search, nor are they based on any particular rationale. Most of them are not general enough across programs or program types to lead to meaningful abstractions.

The first of these is that a few of the programs, perhaps four, are moving toward earlier and broader use of practicum courses. This takes the form of combining didactic, research, and counseling experiences within a single course rather than confronting the students with the usual discrete sequential course units. New syntheses often lead to new names; in this case, "behavior modification" seems to be the favorite.

A second observation is that formal courses in group procedures are relatively rare, in spite of frequently expressed concern for the effectiveness of the counseling psychologist outside of the consulting office. Only nine of the programs require such courses and five of these nine are of the

joint type. There is some scattered concern with the role of the counseling psychologist in community mental health activities. For one program it is a major guiding strategy, two others require two courses each on the subject, and three more require one course each.

Finally, both formal and informal statements about the programs suggest an increased attention to the preparation for and facilitation of early research activity on the part of students.

PERCEPTIONS OF STRENGTHS AND WEAKNESSES

The comments and tabulations which follow are based on the informal letters from the coordinators describing what they perceived to be the strengths, weaknesses, and trends in their programs. Their responses were generally frank and direct, apparently free from both ostentation and undue modesty. Still it should be remembered that the evidence here consists of perceptions of the respondents, and only those perceptions which they were inclined to report. Although the quantification of these reported perceptions is of limited value, it is of some interest to compare the frequencies of the various observations.

The most frequently mentioned program strength was that of the quality and diversity of *practicum and internship facilities.* In all, 14 respondents included it. Five of these were from undifferentiated programs, five were from differentiated programs and four were from joint programs. Several of these respondents reported that the variety of facilities had recently increased, and three of them mentioned the new community mental health emphasis referred to previously.

The second most frequently mentioned strength had to do with the *core curriculum* in psychology on which the counseling program was based. Respondents from 10 of the 22 universities cited this as a strength and most of these placed it at the head of the list. Four of the undifferentiated programs, three of the differentiated programs and three of the joint programs are included. In general the high quality of the core in psychology was credited with establishing and maintaining standards of academic and scientific excellence among the counseling psychology students. Two respondents specifically reported that these high standards seemed to discourage service-oriented students from the programs and three others alluded to this effect. All five considered the condition desirable. Specific statements about this strength included strong training in research meth-

odology (four respondents), student identification with the role of a psychologist first and with that of a counseling psychologist second (three respondents), concentration in measurement theory (two respondents), and the presence of a single systematic orientation (one respondent). In addition one respondent mentioned the high quality of supporting disciplines other than psychology.

The next most frequently mentioned strength is that of intensive training in what the respondents referred to as *clinical skills* including both psychodiagnostic and psychotherapeutic techniques. Seven respondents mentioned this, five from undifferentiated and two from differentiated programs.

The abundance of students was cited as a strength by seven respondents, five from joint programs and two from differentiated programs. The size and quality of the faculty in counseling psychology was mentioned as a strength, but only by respondents from differentiated programs. Five of the seven reported this strength and two of these commented on the typically light teaching loads which permitted frequent faculty-student contacts.

Three respondents, all from joint programs, cited the quality of the university counseling center and its central position in the training program as a strength.

Taken as a group the respondents' perceptions of program weaknesses were characteristically different from the strengths. They tended to be more related to program types on the one hand and more specific and unique to individual universities on the other. One exception is the weakness that derives from the absence of a VA hospital from the immediate area of the training institution. This was mentioned by five respondents, two each from differentiated and joint programs and one from an undifferentiated. The respondents reported that this condition deterred students from accepting Veterans Administration traineeships and often created a situation in which no internship experience in a medical setting was available.

Lack of students was also reported as a weakness by several respondents and the reports deserve detailed attention. One coordinator from a differentiated program suggested that recruitment and advisement of students had been neglected in the past. Two respondents from undifferentiated programs cited this weakness, including the one who reported that his program had no students at all. To explain his situation he wrote the following: "I believe the primary reason for this is simply the fact that we

have stipends and fellowships for people in clinical and school psychology and the counseling program is unsubsidized. Since there is very little difference in the training provided, a student would be foolish to take counseling."

This problem of lack of students is also described with frequency in the reported weaknesses of joint programs. For these respondents, however, it is part of a more general problem, which might be described as a lack of harmony between the two cooperating departments. Respondents from four of the seven joint programs reported such difficulty, while two did not mention it and one reported that there was in fact considerable harmony. A summary of the comments from the four who report trouble includes the following items:

1. Although it is possible to pursue the doctoral program in either of the two departments, few (or none) of the students are pursuing it in the department of psychology. It has been suggested that academic demands differ from department to department and most counseling students find the demands of the psychology department less to their liking.

2. Although the department of education or educational psychology is generally pleased with the joint program, there is dissatisfaction and distrust within the psychology department.

3. The cooperating psychology department lacks interest in and support for the counseling psychology program. These lacks result in few subsidies for students, inadequate staffing, inferior status positions for counseling psychologists within the psychology department, or a combination of these.

It should be emphasized that these conditions do not exist at all of the universities where joint programs are conducted, nor are all of these conditions necessarily present at any one of them. However the similarity among the reports is striking.

Most of the weaknesses reported by respondents from undifferentiated programs seem to arise directly from the integration of the counseling and clinical programs. One suggested that the counseling aspects of the courses intended for both groups of students tended to be neglected. Another reported that his program lacked emphasis on such things as occupational analysis, philosophy of education, group work, and developmental theory. A third reported that counseling students were drawn to clinical psychologists' positions after graduation because of the greater clinical interest of the faculty. Another reported that the heavy emphasis on core

subjects might be requiring too much work from the students, leaving them with too little time or inclination to think for themselves. The same respondent expressed some concern that the heavy research emphasis of the program detracted from the amount of counseling experience and also served to create too much skepticism about the value of counseling and psychotherapy.

The weaknesses reported by the respondents from differentiated programs included inadequate time for practicum supervision, lack of a clear definition of the specialty, too few stipends for students, and the absence of a college counseling center with a comprehensive case load. Each of these weaknesses was mentioned only once, with no suggestion that they are associated with differentiation.

PERCEIVED TRENDS

Respondents from 12 of the 22 reporting programs were able to identify or to predict trends in the professional preparation of counseling psychologists at their institutions. The trends they reported represent a wide variety and are not particularly amenable to analysis by program type. Nor is it possible to separate the percepts from the plans with complete confidence.

Four of the respondents described major revisions of their training programs, two in process and two merely predicted. The changes in one program will reduce the number of didactic offerings and increase the amount and scope of the practicum experience. A second program will be revised to produce a curriculum with concentration on personality theory for the normal individual. The two predicted revisions suggest the possibility of the programs being removed from academic departments and placed in newly created units devoted to the preparation of professional specialists in a variety of related mental health fields.

Three programs were described as being characterized by increased research emphasis. Increased practicum experience was seen as a trend in three programs, including the one mentioned above. Two programs were described as moving in directions that will emphasize the uniqueness of counseling psychology as a specialty, one with increased attention to the vocational behavior of the middle-aged adult and the other in ways unspecified. Two others reported trends toward increased awareness of the role of the counseling psychologist in community mental health. Trends

identified only once each include greater diversification, more emphasis on core subjects, greater emphasis on the philosophical bases of counseling, and general growth of the program.

CONCLUDING REMARKS

The process of drawing meaningful conclusions from such a potpurri of information requires more courage and skill than this writer could summon. Consequently this final section consists of summaries of the summaries already presented, accompanied by some very cautious attempts to suggest implications.

At the beginning it was established that there are currently 22 active approved training programs in counseling psychology, all but one are located at universities that also have approved clinical psychology programs. Seventeen have existed since 1955 and five have been added since, six programs have been discontinued since 1960, one or two more seem to be in danger, and several appear to be in gestation. It is logical to ask why training programs cease to exist and whether it makes any difference to the total effort. Representatives from the most recently discontinued programs cite lack of faculty as the reason, but this is obviously an immediate rather than a fundamental reason.

Although the active programs were divided into eight that are undifferentiated from clinical psychology, seven that are differentiated and in one department, and seven that are carried on jointly by two departments, there are few radical curriculum differences among the groups. The differentiated and joint groups do include more programs that emphasize occupational and vocational subjects and more programs with extensive offerings in psychometrics, but there is substantial overlap. The programs in the undifferentiated group all require the same sequence in psychodiagnostics as is required for clinical psychology, but so do six of the other 14 programs, and those that do not require it provide a similar set of courses. The implication that emerges is that if there are important differences among the groups they probably result from differences in the faculty modes of interpreting the specialty to the students more than from the curriculum.

Irrespective of program type, there is wide variation among the curricular offerings and requirements of the 22 programs. In some places the influence of vocational guidance on the curriculum is strong enough to be

represented by three or more courses, while elsewhere it is not even vestigial. Some programs provide for a heavy concentration in psychometrics while others limit the offerings to an introductory course. Of the three historical influences only personality development is represented across programs with a degree of emphasis that is relatively standard. These observations imply that diversity among programs, which may be valuable, is characterized by varying emphases on vocational psychology and on psychological measurement. Does it therefore follow that these historical influences will be weakened in future generations of counseling psychologists? Or is it that the pervasive emphasis on personality development has led to the establishment of counseling programs which lack important ingredients? Is this why some programs languish? Obviously these are not the data with which to answer such a question.

If there are perceptions of strengths general enough to be shared widely, they are those that have to do with practicum and internship facilities and with core courses in psychology. It is difficult to imagine implications of these two strengths that would not be highly desirable, yet one respondent did report a mild concern about the demands of core courses.

Excellence in clinical skills is a strength perceived with frequency in undifferentiated programs, but the concomitant lack of other areas of proficiency was reported by several of the same respondents. The implication seems to be that the advantages of conducting an undifferentiated program are achieved at a price. There was, however, nothing in the letters from these respondents to suggest that they thought the price was too high, an attitude which may be a function of being in such a program.

The weaknesses reported from the joint programs revealed that at several of the universities there is a pattern that appears less than healthy. While in general the programs in departments of education and educational psychology are flourishing, the parallel programs in departments of psychology are faltering. It is difficult to know how serious the problem is, but it is likely that it deserves some careful attention. If the reported instances of disharmony and disinterest are intensified, some important structural changes in these programs might result.

One last weakness, which has been cited in a variety of ways, is the lack of subsidies for students. Although it is not a problem for many of the programs it is particularly salient for others. As one respondent has warned, the alternative to securing more subsidies is admitting "foolish" students.

In total the content and character of the training programs seem to justify a qualified optimism about the future of the specialty insofar as training is predictive of it. After more than a decade of official existence there remains a strong common theme that begins with a firm base in the parent discipline and ends with practical experience that is broad and deep. Between the two there are variations on the theme that result as individual institutions interpret the past respond to present demands, and predict the future in varying ways. Regardless of the position one takes on the value of diversity among programs, it is easy to agree that these are the proper bases for it when it occurs.

There are problems associated with content and character and some of them deserve immediate attention. Others will have to be resolved or accommodated at individual institutions. The separation of the former from the latter is a major task for this conference.

REFERENCES

American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. Recommended standards for training counseling psychologists at the doctorate level. *Amer. Psychologist,* 1952, 7, 182–188.

American Psychological Association, Division of Counseling Psychology, Committee on Definition. Counseling psychology as a specialty. *Amer. Psychologist,* 1956, 11, 282–285.

American Psychological Association, Education and Training Board. Doctoral training programs in clinical psychology and in counseling psychology. *Amer. Psychologist,* 1955, 10, 246.

Paterson, D. G., & Lofquist, L. H. A note on the training of clinical and counseling psychologists. *Amer. Psychologist,* 1960, 15, 365–366.

Ross, S. APA approved doctoral programs in clinical and in counseling psychology, 1963. *Amer. Psychologist,* 1963, 18, 309–310.

Ross, S., & Harmon, Jacqueline J. Educational facilities and financial assistance for graduate students in psychology: 1964–1965. *Amer. Psychologist,* 1963, 18, 814–841.

Yamamoto, K. Counseling psychologists—who are they? *J. counsel. Psychol.,* 1963, 10, 211–221.

RALPH F. BERDIE

Assumptions underlying previous recommendations for graduate education in counseling psychology

Perusal of previous documents concerning counselor preparation reveals that none make explicit an obvious assumption. Those who seek to define the objectives and characteristics of a model program for preparing counseling psychologists, one that will be approved by large numbers of persons, can only approximate and describe it in general terms. The search for a model will never result in a list of specific and explicit standards against which an operating program can be compared or evaluated. Essentially, such a search is an exploration in values and not an examination of benchmarks. These statements do nothing to derogate the purposes of our conference but they do emphasize that in a sense we are after a *grail,* not a *yardstick.* Consequently, if we maintain our sincerity and honesty, conferences such as this will occur even in the far future and conference reports and committee recommendations will continue to fill the literature. This is as it must and should be, and this is the assumption that perhaps lies implicit in all of our previous and in our present discussion.

This process of search and definition already has a long history, older than the term counseling psychology itself. Bibliographies of publications concerning graduate education in psychology and particularly in counseling psychology reveal the large amount of attention that has been devoted to the topic. More than a dozen general documents concerning graduate education in psychology have been published by the American Psychological Association and other national organizations since 1947, and numerous other reports, analyses, and articles have concerned more limited problems in graduate education in psychology.

The pioneer and most comprehensive treatment occurred at what has

since been known as the Northwestern Conference (APA, 1952a, b), conducted in 1951 by the Committee on Counselor Training of what was then the Division of Counseling and Guidance of the APA. Gilbert Wrenn was the president of the Division. Francis Robinson was the Chairman of the Committee on Counselor Training and the reports developed by the conference were drafted by sub-committees on doctoral and on practicum training, of which Edward Bordin and Donald Super were respectively chairmen. Of the 42 persons directly involved in the 1951 conference, ten are represented among the 56 persons who had indicated by the middle of December, 1963, that they would attend the present conference. The figures suggest some continuity of persons such as Robinson, Bordin, Super, and myself, active participants in both the Northwestern and the Greyston Conferences, but, also, considerable influx of new blood and, it is hoped, new brain.

Detailed reference to other reports is omitted here for the sake of brevity, although originally a part of this paper. They are listed in the bibliography, a glance at which will suggest both the continuing emergence of problems, and attempts at their solution.

This conference on the training of counseling psychologists and the impending conference on the training of clinical psychologists suggest that we are dealing with problems which change faster than we can develop solutions, and that progress consists of continuing to understand the problems with which we deal.

The documents reviewed as a basis for this paper are for the most part products of committees or conferences. They thus represent a series of compromises sometimes reflecting and sometimes masking the individual preferences, biases, and attitudes of participants. Not all of the recommendations and conclusions were analyzed; my attempt is only to identify the assumptions that were stressed.

Five broad assumptions can be identified quickly:

1. Relatively little empirical knowledge is available concerning the impact of counseling psychologist preparation programs on graduate students, counselees, or the profession, and while research is being done to provide such knowledge, those preparing counseling psychologists must accept the responsibility for planning and acting with a minimum of evidence.

2. Counseling psychology is a broadly defined specialty including a wide diversity of work settings, responsibilities, and duties.

3. A diversity of training programs is desirable.
4. Counseling psychology is a specialty within psychology and counseling psychologists are primarily psychologists who maintain continuing scientific and professional relationships with other psychologists.
5. Counseling psychologists must have scientific and professional knowledge in addition to that customarily considered to be psychology.

More specific assumptions can be classified for purposes of convenience into categories concerning the role of the psychologist, the content of the graduate program, training procedures, the selection of students, and a miscellaneous category.

Assumptions related to the definition of the role of the psychologist include the following. Training and education must be dependent on the job definition. A psychologist is trained for a role, not for a job. The methods of education must depend on objectives. Applied psychologists are defined as both practitioners and scientists. "The defining characteristic of the psychologist is his research training" (Roe et al., 1959, p. 88). The Miami Beach Conference was also explicit to the effect that science and profession should be incorporated in the same training program. This assumption is not accepted without question, as discussions in the Miami conference indicated. Almost universally accepted, however, is the assumption that counseling psychologists need to be equipped to do research.

The preparation of counseling psychologists is related to the persons with whom they work and they work with a wide range of persons. Many of those with whom counselors work are not deviates or mentally ill, and counselors are concerned primarily with mental health and manpower. Counseling stresses the positive and the preventative. The diversity of duties within counseling psychology requires that the counselor have both general and specialized skills. Because of the various professional roles the counseling psychologist will play, he must be prepared to work with persons in allied professions. The counselor's background experiences must prepare him to establish close relationships with diverse persons. Counselors in preparation must have experience in varied settings. The counselor's training should stress his professional responsibilities. Counselors should be prepared for administrative responsibilities when they asume that role. In general, "the counseling psychologist should be given an opportunity to acquire a core of basic concepts, tools, and techniques which should be common to all psychologists."

The second set of assumptions centers around the content of the graduate program. Some reports specify the desirable content of the graduate program; some do not. Some stress that it has a common core of psychological subjects. Included among the suggested core subjects are growth and maturation, learning, motivation, emotional development, individual differences, developmental psychology, personality organization and adjustment, social and cultural determinants, psychodynamics, individual appraisal, counseling, professional orientation, psychopathology, practicum, statistics, research, general psychology, and history of psychology. Some reports suggest that a counselor should possess a broad liberal education, but no reports specifically assign to the graduate program responsibility for this. Some reports assume that the graduate program should teach professional ethics. Some stress the need for providing skill in collecting and using occupational and educational information. One report questions the need for foreign language skills. Another indicates that this foreign language requirement is controversial. Only one report explicitly stresses the need for preparing counselors to work with groups. Many reports recognize the need for supervised practical experience, the internship, and no report questions this assumption. The university was assigned responsibility for internship coordination. Two reports recognized that training cannot supply all skills that the job requires.

Another set of assumptions involves student selection. Most assume that the careful selection of students is necessary. Selection was regarded as a continuous process. Students admitted to graduate programs should have broad undergraduate backgrounds but there was little agreement concerning the nature of this background. The undergraduate background would ideally include these courses, listed in one or more reports: labor economics, psychology, sociology, statistics, physical science, biological science, mathematics, humanities, literature, education, and languages. The impact of undergraduate courses in psychology on the recruiting of graduate students was recognized.

Some of the miscellaneous assumptions include: (1) Post-doctoral training is desirable. (2) Counseling is a field of graduate study. (3) Sub-doctoral programs are needed. (4) Diversity, flexibility, and innovation in graduate education programs and methods are necessary. (5) Training should involve interdepartmental cooperation.

These are some of the assumptions that many of our predecessors have made. We face the task of deciding which we will accept and which reject. Hopefully, our considerations will eventually lead to the acquisition of information that will illuminate for us the validity of these assumptions.

BIBLIOGRAPHY

American Personnel and Guidance Association, Committee on Professional Training, Licensing, and Certification. Counselor preparation: recommendations for minimum standards. *Personnel and Guid. J.,* 1958, 37, 162–166.

American Psychological Association, Committee on Training in Clinical Psychology. Recommended graduate training program in clinical psychology. *Amer. Psychologist,* 1947, 2, 539–558.

American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. Recommended standards for training counseling psychologists at the doctorate level. *Amer. Psychologist,* 1952a, 7, 175–181.

American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. The practicum training of counseling psychologists. *Amer. Psychologist,* 1952b, 7, 182–188.

American Psychological Association, Division of Counseling and Guidance, Counselor Training Committee. *Counselor training methods and procedures.* Mimeo., September 1, 1952c.

American Psychological Association, Division of Counseling Psychology, Committee on Divisional Functions. *The Division of Counseling Psychology studies its membership.* Multilith., 1957.

American Psychological Association, Education and Training Board, Committee on Sub-doctoral Education. The training of technical workers in psychology at the sub-doctoral level. *Amer. Psychologist,* 1955, 10, 541–545

American Psychological Association, Education and Training Board. Criteria for evaluation training programs in clinical or in counseling psychology. *Amer. Psychologist,* 1958, 2, 59–60.

Clark, K. E. *America's psychologists: A survey of a growing profession.* Washington, D.C.: American Psychological Association, 1957.

Clark, K. E., & Moore, B. V. Doctoral programs in psychology. *Amer. Psychologist,* 1958, 13, 631–633.

Cutts, Norma D. (Ed.). School psychologists at mid-century. Washington, D.C.: American Psychological Association, 1955.

Ericksen, S. C. The core curriculum is a dependent variable. *Amer. Psychologist,* 1958, 13, 56–58.

Gustad, J. W. The core curriculum is an independent variable. *Amer. Psychologist,* 1958, 13, 655–656.

National Vocational Guidance Association. *Counselor preparation.* New York: Author, 1949.

Raimy, V. C. (Ed.). *Training in clinical psychology.* New York: Prentice-Hall, 1950.

Roe, Anne, Gustad, J. W., Moore, B. V., Ross, S., & Skodak, Marie (Eds.). *Graduate education in psychology.* Report of the Conference on Graduate Education in Psychology at Miami Beach, Florida. Washington, D.C.: The American Psychological Association, 1959.

Strother, C. R. (Ed.). *Psychology and mental health.* Washington, D.C.: American Psychological Association, 1956.

Taylor, D. W., Hunt H. F., & Garner, W. R. Education for research in psychology. *Amer. Psychologist,* 1959, 14, 167–179.

War Manpower Commission, Bureau of Training. *The training of vocational counselors.* Washington, D.C.: Author, 1945.

APPENDICES

APPENDIX A

Recommended Standards for Training Counseling Psychologists at the Doctorate Level[1]

Committee on Counselor Training,
Division of Counseling and Guidance
American Psychological Association

In the light of the increasing demand for professional psychological services, there is need for a clear statement of the training that should be given to various types of psychological practitioners. This report will provide an explicit statement of the standards for training counseling psychologists.

Because of the growing concern with the problem of the mental health of our nation, and with the effective use of the nation's human resources, counseling psychologists have been spurred to re-examine their functions as they relate to society. This means a concern for the training programs which contribute to the fullest development of these functions. Following two previous conferences (2, 3), the Counselor Training Committee of the Division of Counseling and Guidance, through the effective work of a subcommittee in Ph.D. training, and with the concurrence of the Division's 1950–51 Executive Committee, presented a formal statement on doctoral level training to an invited group of the Division's membership in Chicago, August 29–30, 1951. The accompanying proposal of training standards is the outgrowth of the work of this conference and of the Division's Committee. It has been reviewed and approved by the 1951–52 Executive Committee of the Division and, by action of the membership at the 1951 annual business meeting, thus becomes an official statement of the Division.[2]

This statement should be of interest not only to counseling psychologists but to psychologists generally since it clarifies training standards in one field of psychology. It should serve as an aid to university departments engaged in training counseling psychologists. This report should enable foundations, governmental agencies, and other relevant social institutions which support train-

[1]Reprinted from *The American Psychologist,* Vol. 7, No. 6, June 1952, pp. 175–181.
[2]The memberships of the two-day Conference and of the Executive and Counselor Training Committees of the Division are given at the close of this report.

ing for this type of psychological practice to become more discriminating in their support. Society at large should, through this statement, become more aware of the attempts being made to develop needed psychological services at adequate levels of competence.

ROLE AND FUNCTIONS OF COUNSELING PSYCHOLOGISTS

The professional goal of the counseling psychologist is to foster the psychological development of the individual. This includes all people on the adjustment continuum from those who function at tolerable levels of adequacy to those suffering from more severe psychological disturbances. The counseling psychologist will spend the bulk of his time with individuals within the normal range, but his training should qualify him to work in some degree with individuals at any level of psychological adjustment. Counseling stresses the positive and preventative. It focuses upon the stimulation of personal development in order to maximize personal and social effectiveness and to forestall psychologically crippling disabilities. This facilitation of personal growth takes place through utilizing the interrelated techniques of psychological assessment and effective intercommunication between client and counselor. It means also the utilization of the interpersonal relationships involved in group situations as well as in individual counseling.

With the stress on facilitating optimal personal development, it is understandable that educational institutions provide a central setting in which counseling is carried on. Considering the relative plasticity of children and adolescents and the social responsibility of schools and colleges for this age group, it is both historically and socially fitting that educational facilities remain the most important institutional home for psychological counseling functions. Other settings in which counseling psychologists function are business and industry, hospitals, and community agencies such as churches, youth organizations, marital clinics, parenthood foundations, vocational guidance centers, and rehabilitation agencies. The training program should qualify the counseling psychologist to work effectively in such varied settings.

Closely related to this matter of setting is the fact that doctorally trained counseling psychologists often carry administrative, supervisory, training, research, and public relations responsibilities. Thus, the counseling psychologist must be able to supervise the testing and counseling activities of the less intensively trained staff, to make diagnostic decisions regarding cases requiring collaboration with other specialists, and to interpret counseling functions to higher levels of administration, to other professional workers, and to the public at large. He needs to be skillful in working out effective organizational relationships and a favorable work climate within the total institutional setting.

He must provide the leadership that encourages high productivity and morale among staff members. The counseling psychologist must also provide training for others both through supervision and formal teaching. There is a marked current need for counseling psychologists with sufficient breadth and experience to assume training roles in colleges and universities.

The activities of counseling psychologists and the types of clients and problems with which they deal place an emphasis on collaboration with people in many professional settings. These include teachers and educational administrators, physicians and psychiatrists, social case workers, group workers, other psychologists, community officials and administrators of social agencies, executives and other personnel in commerce and industry.

Finally, it must be emphasized that on counseling psychologists falls the chief responsibility for conducting the research upon which depends the possibility of more effective counseling. Any applied field needs roots in the basic scientific discipline which lends substance to its work. It is therefore imperative that psychological counseling remain firmly established within the orbit of basic psychological science and the related disciplines, and that counseling psychologists acquire the research skills which make possible the enlargement of knowledge. We feel strongly that research must continue as a basic job of the counseling psychologist and that he must be trained accordingly.

SELECTION OF STUDENTS

In selection, we can state our goals with clarity and, at the same time, recognize the crudity of the selection methods now at our disposal. Our goal is the selection of students who are intellectually able, professionally motivated, emotionally and socially mature, and curious about the unknowns in the field of psychology. Limited training time and resources, as well as the welfare of prospective students, make it highly desirable to utilize effective selection procedures.

We are aware that despite the importance of intellectual ability, professional motivation, maturity, and interest in extending psychological knowledge, the characteristics are insufficient predictors of performance in counseling psychology. They do not completely describe the dimensions of effective counseling psychologists and do not differentiate between counseling psychologists and other specialists within psychology. In the light of the importance to the prospective student, to the training institution, and to society of adequate selection procedures, it is important that research be done on the distinguishing attributes of those persons who complete their training programs and work effectively as counseling psychologists. This is necessary not only to enable universities to admit appropriate students but also to permit the student to

evaluate himself against the demands of the profession and to choose his career with a greater degree of knowledge and security.

The selection methods to which we can give the greatest weight involve the use of such familiar approaches as the academic records of the applicant, tests of intellectual status and attainment, personality tests, interviews, and evaluation of work experience. In this last connection attention should be given to evidence of successful work with people in job situations as well as in volunteer capacities. Without more research evidence concerning what is meant by both "effective" and "counseling," in trying to select those who will become effective counselors, we must admit extensive margins of error with these or any other methods.

Selection is in many ways a continuous process. The student meets critical evaluation points not only at the time of his entrance into the department but also at the point of course and matriculation examinations, practicum evaluation, and indeed in his daily work. This calls for a system of selection and evaluation which will periodically require the assessment of a student's status so that progressive advancement or elimination can take place without waste of time and resources. Because self-understanding is requisite to intelligent motivation and performance, selection should be a reciprocal process between student and staff. The student as well as the institution has a voice in the selection process. It is clear that this process has definite counseling implications.

The prospective counselor's undergraduate program should represent a balance among the physical, biological, and social sciences, mathematics, and the humanities. Too often prospective counselors are permitted to elect specialized technique courses in the undergraduate phases of their training. The student should have an adequate background in the field of psychology, but these introductory courses should be of a broad nature. They should introduce him to the theoretical and factual foundation of psychological thought, and they should give him an overview of, but not training in, psychological practice.

GRADUATE TRAINING

The counseling psychologist should be given opportunity to acquire a core of basic concepts, tools, and techniques which should be common to all psychologists. The title of the sponsoring department is not as vital as the training and experience of the faculty members who offer the training. Too often faculties sponsoring counselor training programs consist of persons whose own training is not primarily psychological and whose experience in counseling is limited. Such a staff cannot provide adequate facilities for training counselors at the doctoral level. Training in counseling psychology will be greatly

facilitated by interdepartmental cooperation and collaboration and by giving primary attention to the content and quality of insruction without regard for departmental labels.

Breadth of Training vs. Specialization

The counseling psychologist assists clients who have many types of problems, for example, emotional, vocational, marital, language, and study methods. Counseling agencies differ in the manner in which they handle this wide range of problems: some have general counselors who handle all types of problems, others refer clients to counselors specializing in particular areas. The counseling psychologist should have had some experience in all of these areas, in order to handle such problems or in order to work effectively with other counselors. It is recognized, on the other hand, that individuals in training and even training institutions may wish to give particular emphasis to certain of these problem areas in their training programs. The opportunity for training institutions to try out new areas and emphases is one important means of furhering the most effective evolution of the counseling process. While the training program should insure a broad knowledge of both psychology generally and of the various counseling specialties, it should not be too rigidly prescribed. Opportunity needs to be given for individual specialization and institutional experimentation.

An effective doctoral training program can be postulated only if one assumes that training is a process continuing throughout the counselor's professional career, and that the predoctoral program provides a base for the more specialized training that must follow. A counselor begins training in specialized areas of counseling, in line with his interests and aptitudes, during his graduate study, but in the main his graduate work in counseling is of a general rather than a specialized nature. At the completion of the doctorate a counselor's training is far from complete and thus the expansion of postdoctoral training becomes increasingly important.

This inevitable incompleteness of the doctoral training program has other implications. One is that the training program which attempts to turn out individuals capable of being all things to all people is doomed to failure. The emphasis on breadth, while important, must be kept within limits consonant with the student's ability to gain competence in various areas of counseling practice. Beyond this it seems likely that the persons most likely to function usefully will be those who best know their professional and personal strengths and weaknesses. It will be these who are motivated to capitalize on further training opportunities. Each department should therefore give explicit attention to the student's personal development throughout his training period.

This should not only help him to live with himself in full knowledge of his limitations and with a genuine and reasonable desire to overcome them, but it should also facilitate optimal learning during the doctoral training period.

The doctoral program itself should include, in addition to the common core mentioned in the first sentence of this section, the areas described below. Instructions in each of these areas may be given in courses, seminars, and practice.

1. *Personality organization and development.* This is an area of central importance to the counseling psychologist. Included in this area would be opportunities for review of academic theories of personality as well as those implicit in current concepts and practices of counseling and psychotherapy. It should also include opportunities for analysis of developmental patterns of behavior from a longitudinal as well as a cross-sectional point of view. Emphasis should be placed on the variability of developmental patterns rather than on the frequency of discrete items of behavior. This area should also include analysis of the psychological characteristics of deviant individuals including abnormal personalities, intellectual deviates, and social deviates. Special attention should also be given to the social and cultural determinants of personality as well as to social learning and communication as factors in the development of personality.

2. *Knowledge of social environment.* In addition to knowing how individuals learn to interact within social groups it is assumed that the counseling psychologist must have a knowledge of a great many aspects of our social structure. He should be familiar with the broad problems of social structure and organization, with cultural conditions, and with the heterogeneity of subgroup patterns within our culture. On a more specific level he should be acquainted with community resources for meeting educational, employment, health, social, and marital needs, and with socioeconomic and occupational trends.

3. *Appraisal of the individual.* The student should acquire extensive knowledge of and skill in using various types of psychological tests. This includes basic training in test theory, in the use and interpretation of both objective and projective techniques, and in the use of such informal methods of group and individual appraisal as interviews, autobiographies, questionnaires, and rating scales. The counseling psychologist's diagnostic competence should be sufficient to enable him to make diagnoses in his own field and to recognize the need for diagnostic referrals to other specialists.

4. *Counseling.* The program should involve a comprehensive review of the major theories of counseling and psychotherapy. The student should gain extensive familiarity with basic ideas and techniques involved in individual counseling and therapeutic work. He should also be introduced to such procedures as bibliotherapy, group therapy, group discussion techniques with a variety of kinds of groups, and utilization of student activity programs and

mental hygiene lectures. An awareness should be developed of the advantages and limitations of these various individual and group methods.

One way by which the student may gain an enlarged basis for understanding the counseling process is by having been on the receiving end of a counseling experience. Despite this value for training, such an experience has greatest value when it comes about as a result of the student's own motivation. This report does not therefore suggest that a didactic counseling experience be required. Many students may themselves need counseling, however, in order to achieve or maintain adequate personal maturity. It is the responsibility of the training department to do everything feasible to understand and meet such a need.

5. *Professional orientation.* An important aspect of the training of the counseling psychologist is the development of sensitivity to the counselor's responsibilities in social and interprofessional relationships. In addition, there are the many ethical considerations involved in practice, as well as the problems posed by the necessity for maintaining a balance between loyalties to clients, to the institution, and to society. Still another desideratum is the development of awareness of the various administrative patterns characteristic of the several types of social agencies within which the counseling process takes place. For example, a counseling psychologist working on a college campus needs to understand the administrative structure of higher education.

How this goal is to be implemented is deliberately left an open question in this report. Training agencies will and should differ in the ways which they will find most appropriate to meet this vital part of counselor preparation. Some will prefer to cultivate the relevant attitudes and knowledges through courses offered late in the doctoral sequence. Others will choose to do the job through seminars and informal discussions during the internship period. Still others may find it most feasible to handle professional orientation through the supervisory or student-adviser relationships. It is important for all training experiences to be permeated with proper regard for problems of a professional nature. But this casual and indirect approach to the required knowledges and attitudes does not seem sufficient. Specific attention must be given to the adequate orientation of the student to the profession of psychological counseling in its various contexts.

6. *Practicum.* The objective of the practicum is to provide the counseling psychologist with a sense of the realities of the counselor-client relationship and of various staff relationships. It provides him with opportunities to apply his academic knowledge to practical problems of personal adjustment and to integrate the various skills required for understanding and helping a person. Competence in counseling is its goal.

The type and amount of practicum experience needed by a given student

depend on the types and amounts of experience which the student has already had. In most cases, the counseling psychologist will need to develop practical competence by means of a planned sequence of supervised laboratory courses, field work, and an internship. In cases where the department and the student decide that certain competencies have already been acquired by the student, the practicum phase of training can be shortened accordingly.

The proposed sequence of practicum work consists of prepracticum or laboratory work related to academic courses, followed by field work for one or two days per week for a semester or a year, followed (in the third or fourth year) by a half-time internship for two years or a full-time internship for one academic year. Patterns of practice will vary according to the student's attained competence, his objectives, and the available resources. Most of the didactic background specific to that part of the counseling process should be acquired before entering a given stage of the practicum. It is important that adequate supervision be provided by both the university and the practicum agency so that the experience may be truly progressive and instructional.

The nature of this supervision, provided either by the university or the practicum agency, is a critical factor in the training program. In addition to safeguarding the interests of clients, adequate supervision is necessary to provide a truly progressive instructional experience. A sensitive, permissive supervisor, who is himself a mature counselor, can be one of the most important influences on the student's ability to understand and evaluate his motivation to counsel and to adjust his motivation to the best interests of his clients. There is great need, however, for research on the supervisory process itself. We know too little about how to provide supervision so that the student gains measurably both in counseling skills and in the supervisory techniques which he will use later in his own career.

The counseling psychologist should be exposed to as wide a range of counseling situations as possible, but the major emphasis should be upon work with normal individuals and upon the attainment of competence in basic skills. The practicum should provide some experience with the emotionally maladjusted and with physically and socially handicapped clients. This latter experience should be in collaboration with other specialists such as physicians, psychiatrists, social case workers, and teachers.

Elaboration of these points will be found in the separate report of the Subcommittee on Practicum Training (6).

7. *Research.* Training for research should include provision for actual research experiences. Most training institutions have arranged for students to carry out minor research studies in addition to the major research project represented by the doctoral thesis. Although training in research is considered essential for all counseling psychologists, allowance must be made for the range

of research abilities that will be found among students, no matter how carefully selected. It can be expected that counseling psychologists will range from those who will make minimal research contributions to those whose major professional contribution will fall in this sphere.

At a minimum, such training should aim to develop the ability to review and to make use of the results of research. Psychological counseling is and should be founded upon basic psychological science and related disciplines. The counseling psychologist can make unique contributions to psychological knowledge because his counseling experience provides an especially fruitful opportunity to formulate hypotheses. It is therefore essential to maximize his research training. How to achieve a balance between practice and research during the training period is an unsolved problem. A flexible program of training in research which takes into account the range of research potentialities of its students will go a long way, however, toward solving this problem.

TENTATIVE TIME ALLOTMENTS TO AREAS OF TRAINING

The recommendations which follow are intended to provide a basis for the more uniform interpretation of the foregoing proposals. They are meant as guides for individual variations in programs, not as rigid specifications. The suggested ranges of time allotments provide for the proposed four-year program including one year of internship. Percentages represent proportions of a year of full-time study. It should be noted that these are not estimates of credit hours, but rather relative weights recommended for the various areas of training.

Proportions of One Year's Study in the Various Areas of Training

(Total of 4 years = 400)

Core	65–70	Diversification	30–50
Personality	20–30	Professional orientation	10–20
Social environment	15–20	Practica: Field work	120–135
Appraisal	35–45	and internship	120–135
Counseling	20–30	Research	45–50

Although only 70 per cent of a year's work has been allotted to training in basic psychological science, the actual allotment exceeds the equivalent of one year because the personality and appraisal areas ordinarily include basic courses such as personality theory, theory of measurement, and social psychology.

The relatively small allotment of time to the counseling area concerns only didactic work. It should be kept in mind that much of the practicum will be devoted to counseling experiences.

The recommendation for professional orientation deserves special mention.

This aspect of training should permeate the entire program—course offerings, practicum experiences, and the relationship between the student and staff, in addition to what amounts to a relatively small amount of specific course and seminar offerings.

The area of diversification represents a pool of time which may be used to broaden the training experience. This may be done by enlarging the emphasis given to any of the described areas, by including outside didactic or practicum experiences, or by preparing for related teaching or administrative responsibilities. This permits institutions to modify emphases in their programs in the light of their particular conceptions and to meet individual student needs.

FURTHER STEPS

Following a quarter of a century of training counseling psychologists, this report represents an initial step in formulating standards in the light of new and greatly increased demands for psychological services. Obligations to society and responsibility to the profession require the extension of the work begun here. One primary need in this connection is for training institutions to experiment with their programs. This should be done with an eye toward developing an explicit empirical base for the revision of standards and for the progressive improvement of the training experiences. Further study should also be made of such matters as post-doctoral training and relationships to other specialties (1).

In this latter connection the training program for counseling psychologists overlaps with training for other psychological fields. The delineation of similarities and differences in either practice or training is not, however, an appropriate problem for unilateral action by representatives of one area. This collaborative effort lies in the future.

REFERENCES

1. APA Committee on Intraprofessional Relationships in Psychology. Fields of psychology and their implications for practice and training. *Amer. Psychologist,* 1951, 6, 90–93.
2. Bordin, E. S. (Ed.). *Training of psychological counselors.* Ann Arbor: Univer. of Michigan Press, 1951.
3. *Counselor preparation.* Washington: National Vocational Guidance Association, 1949.
4. Kelly, E. L., & Fiske, D. W. The prediction of success in the VA training program in clinical psychology. *Amer. Psychologist,* 1950, 5, 395–406.
5. Wrenn, C. G. Potential research talent in the sciences—based on intelligence quotients of Ph.D.'s *Educ. Rec.,* 1949, 30, 5–23.
6. American Psychological Association. Committee on Counselor Training, Division of Counseling and Guidance. The practicum training of counseling psychologists. *Amer. Psychologist,* 1952, 7, 182–188.

Report prepared by: Edward S. Bordin, Chairman, Subcommittee on Ph.D. Training Programs; Ralph F. Berdie; Earl F. Carnes; Edward J. Shoben, Jr.; Julius Seeman; Francis P. Robinson, Chairman, Committee on Counselor Training; C. Gilbert Wrenn, President, Division of Counseling and Guidance, 1950–51; Donald E. Super, President, Division of Counseling and Guidance, 1951–52; and the following Members of the Conference on the Training of Counseling Psychologists, Northwestern University, August 29–30, 1951: Seth Arsenian, Kenneth B. Ashcraft, Ralph Bedell, Delton C. Beier, Irwin A. Berg, Douglas D. Blocksma, Joseph M. Bobbitt, Collins W. Burnett, John M. Butler, Dorothy M. Clendenen, William Coleman, L. E. Drake, Paul L. Dressel, Willis E. Dugan, Royal B. Embree, Jr., Catherine Evans, Norman Feingold, Frank H. Finch, Frank M. Fletcher, Jr., William M. Gilbert, Milton E. Hahn, Arthur A. Hitchcock, Nathan Kohn, Jr., Louis Long, H. B. McDaniel, Robert H. Mathewson, Harold B. Pepinsky, Herman J. Peters, Edward C. Roeber, Joseph Samler, Winifred S. Scott, Marie Skodak, A. C. Van Dusen, and Philip Zlatchin.

APPENDIX B

The Practicum Training of Counseling Psychologists[1]

Committee on Counselor Training, Division of Counseling and Guidance, American Psychological Association

Needs for and Objectives of Practicum Training in Counseling[2]

Need for Practicum Training in Counseling

The practicum in some respects the most important phase of the whole process of training in counseling. Without this, the student may be unable to apply his academic knowledge or to integrate required skills to understand and help his clients. The discipline of the supervised practicum in counseling safeguards the public by preparing the neophyte for professional practice. Agencies employing counseling psychologists therefore have an obligation to society and to the profession to participate actively in practicum training programs. Such an obligation should sit lightly, however, since such participation is probably the best way to insure a supply of adequately trained personnel.

The meaning of the practicum experience for the student counselor may vary according to his interpretation of his own needs. Students will commonly find in the practicum an opportunity to synthesize the more or less fragmented phases of their previous academic work and to bring these learnings to a focus upon the actual problems of individual clients. Thus, potential professional knowledge and skill will be centered, not on purely academic ends, but upon the adjustment, orientation, and development of the client himself.

Objectives of the Practicum Training

The essence of the practicum must be the acquisition by the trainee of a

[1]Reprinted from *The American Psychologist*, Vol. 7, No. 6, June 1952, pp. 182–188.
[2]In preparing this statement, use was made of that prepared by the APA Committee on Training in Clinical Psychology for that field (*Amer. Psychologist*, 1950, 5, 594–609).

sense of the realities of the counselor-client relationship. The trainee's attitude toward this relationship will be of the utmost imporance. Thus a highly significant aim of practicum training will be to bring the trainee into that psychological state where he clearly perceives for himself that his client's personal adjustment and development is his first consideration and loyalty. Of foremost significance also will be mastery of counseling technique by the student-counselor. The preparation of guidance workers has often been too academic in nature. There is no economical way to acquire professional competence except through well-organized and supervised practica. The *practicum program* therefore emerges as one of the keystones of any program for the education of counseling psychologists.

Among other desirable outcomes of the practicum will be the seasoning of the student-counselor in the realities of everyday institutional experience; an acquaintance with working conditions and organizational processes; and an introduction to the problems of maintaining a regular counseling schedule, of building a favorable personal and professional relationship with associates and administrative heads, and of retaining personal mental health under the impact of sustained counseling responsibility.

It is well to recognize that the inevitable restrictions of time and facility impose on most institutions definite limits as to what can actually be accomplished during the practicum period. This means that the practicum training proposed in the literature and announced by training institutions should be realistically in accord with what can be provided. For the rest, responsibility must fall upon the professional personnel supervising the postpracticum experience of the counselor in the early period of his professional practice.

Ethical Considerations

Too frequently, inadequately planned and supervised practica degenerate into clerkships, record-keeping, busywork, or other forms of lower-grade experience inadequate to the essential professional development of the student-counselor. Such experiences may sometimes be rationalized as providing necessary seasoning under realistic job conditions, but these should never be recognized as valid forms of practicum training. Responsibility for the activities of the trainee must necessarily be held jointly by the training institution and by the field agency providing the training opportunity. This is true because only the field agency can be on hand for a substantial portion of the time. Nevertheless, the training institution cannot completely relinquish responsibility for its student, but must share the burden with the operating agency at least to the extent of cooperatively planning and evaluating the student's practicum experience. This creates the necessity for a clear initial understanding

between institution and agency as to the type of worker required, personal and professional qualifications needed, types of activity to be conducted, extent and methods of supervision to be exercised by both, and other stipulations.

The paramount allegiance of the counselor being to his client, problems sometimes arise among student-counselors as to how they are to act when institutional considerations or administrative restrictions seem to be in conflict with the welfare of the client. Also, the student-counselor may observe practices which he has been taught to regard as wrong or obsolete, and he is in a quandary as to what to do about them. The mature practicing counselor may also encounter such problems, but he has the option of attempting to modify what he regards as faulty practices or of resigning his job. The student-counselor, however, is not yet in a position to pass mature judgment on the professional actions of others or on the policies of institutions, nor is he in a position to withdraw from an uncomfortable situation. Such situations, however, constitute one of the realities of professional living, and it is the responsibility of the training staff of both the university and the practicum agency to provide opportunities for trainees to discuss problems of this sort and to enlarge their understanding of them.

Likewise, the student-counselor may be helped to realize, through adequate handling of situations of this sort, that practice rarely attains the level of theory. He learns that practical situations always impose limitations and that, at the best, a balance is attained in which negative factors are outweighed by the positive.

LEVELS OF PREPRACTICUM AND PRACTICUM TRAINING

Background preparation such as that recommended in the report, "Standards for Training Counseling Psychologists,"[3] should provide a basic psychological understanding of (*a*) prospective clients, especially in terms of their social and cultural relationships, (*b*) the tools and skills of counseling, and (*c*) community agencies and their evolving function in the broader social context.

The training center should provide:

a. Laboratory experiences, to help the student-counselor master basic tools and basic skills. These normally are provided in the first and second years of study, as a part of academic courses, for which the student pays tuition and laboratory fees.

b. Field-work experiences, to help the student-counselor relate his tools and skills to one another, use his tools and skills to understand and meet the needs

[3]Committee on Counselor Training, Division of Counseling and Guidance, American Psychological Association. Recommended standards for the training of counseling psychologists at the doctorate level. *Amer. Psychologist,* 1952, 7, 175–181.

of clients in the functional setting of an agency, and to learn to see clients as persons. These are usually provided in the second semester of the first year and during the second year of training, the agency providing the experiences as a service to the profession and the student undergoing them as part of his training, without pay.

c. Internship in an agency is the terminal phase of his practicum training, in which the student-counselor integrates his skills with a crystallizing philosophy of service to clients, to the agency, and to the community served by the agency (usually in the third or fourth year of study), for pay appropriate to a learner.

The progressive development of the student-counselor from content mastery through the prepracticum and various practicum levels of training can be seen more clearly if briefly outlined in terms of several criteria.

Time in Practica

Time spent in practica will vary with the level. The *prepracticum* or laboratory experience may be viewed as course-related activity which continues for one or two semesters, depending upon the length of the course. It normally requires from three or four hours per week in the prepracticum, course-related, mastery of skills (learning to administer and score group and individual tests, conducting simple registration or information-getting interviews, etc.). The *field-work* experience usually continues for a semester or a year, depending upon the experience of the student and the number of hours devoted by the student each week; the period should involve a minimum of 100 to 200 hours. Part of the field work may be done in the second semester of the M.A. program, part subsequently to that. Field work usually requires from one to two days each week. The *internship* calls for half time (20 hours per week) for two years or full time (35 to 45 hours per week) for one academic year devoted to agency activity and related community service.

Levels of Skill

In the *laboratory* or prepracticum level the student-counselor is learning the fundamental tools and skills (testing, interviewing, recording) and may employ the laboratory experience to improve his techniques, learn the limitations of each of his instruments, and to develop beginning understanding of how to assess and influence client behavior, although it is not likely at this stage that he will work with actual clients.

The *field-work* experience affords the student-counselor an opportunity to work more intensively with his tools and skills within an actual agency setting, in carefully graded ways and under close supervision, with selected clients. At first his activity will be limited to assisting, observing, and applying his

skills to parts of the total problem presented by a client. As his technical skills develop and his understanding of the agency's function deepens, he may be permitted to carry increasingly greater responsibilities for working with clients. By the close of his field-work experience the student should have mastered basic techniques and be ready to serve actual agency clients reporting relatively simple kinds of problems.

The *internship* takes for granted mastery of the basic skills of counseling psychology and provides the student-counselor with opportunity to carry a variety of cases under supervision, the closeness of the supervision varying with the intern's competence and with the type of case.

PREREQUISITE EDUCATION

Since the practicum experience is seen as a continuing program, education prerequisite to it is seen not as just the academic background preceding the initial field work, but as the development of a series of skills, understandings, and knowledges coordinated with and directed toward increased responsibilities and ever widening experience with actual clients.

1. Education prerequisite to initial field work.

a. The basic core recommended by the APA (*Amer. Psychologist,* 1947, 2, 539–558) as background for graduate study in clinical psychology is in general considered desirable background for counseling psychologists. It has been discussed with particular reference to this field in a companion report.[4]

b. Additional classroom instruction essential to understanding counseling tools, processes, and functions, and to understanding the counselee as a person, is reserved for graduate study. As specified in the statement on doctoral programs the following *areas* (not necessarily specific courses) are important to the field work experience:

Personality organization and development.

Knowledge of social environment: cultural and social factors affecting behavior, sources of information, educational resources, financial aid, health services, employment services.

Appraisal of the individual: principles and techniques of measurement; evaluation of normative data; test analysis and review.

Attendance at case seminars, toward helping the student see aspects of his currently acquired information in the setting of full case material.

Laboratory work in test administration, scoring and reporting of results, and interviewing.

c. The experience of being a counselee is desirable for the student if it can be a bona fide one.

[4]See footnote 3.

2. Education prerequisite to an interview relationship with a client. The difference between this and the next section is in terms of the degree of responsibility to the client which is assumed by the student. Use of actual case material, preferably from students' field work, helps to keep the client and his problems from being lost to view in the focus of attention on techniques. Directly related to field work is didactic instruction in the following areas:

Counseling theory: philosophy and principles of counseling.

Appraisal of the individual: techniques for studying the individual (including interview, questionnaires, observation, and tests and inventories); observation and discussion of interviews; synthesis of data from various sources.

Professional orientation: interprofessional relations, ethical practices, loyalties, professional and agency organization.

3. Education prerequisite to carrying, under supervision, major responsibility for a client. Much of the preparation for increased responsibility will be achieved through field work, continuous seminars, case conferences, critical analysis of case records and of recorded or observed interviews, and following the progress of clients with whom the student has had contact during his field work. In addition, material in the following area is important to the student-counselor's effectiveness: Counseling theory: procedures and techniques (including initiation, maintenance, and termination of the counseling relationship, referral, follow-up, and evaluation).

THE NATURE OF THE PRACTICUM EXPERIENCE

The nature of the practicum experience necessarily varies with the amount of training possessed by the student, the functions of the organization in which he works, and the amount of time given by the student to practicum activities. The field worker normally brings less training and devotes less time to his practicum work than does the intern.

Variety of counseling problems. Each community guidance center, school or college counseling service, rehabilitation service, or other agency in which practicum experience may be obtained, necessarily works with a limited variety of clients. They may be adolescents in school or college, young adults about to enter or who have recently entered the world of work, tubercular patients of all ages, older adults, or some other rather specialized groups. The problem raised by these clients may center largely on education, vocational choice or entry, progress in a field of work, value conflicts, family relations, use of leisure time, some phase of personal-social adjustment, or some other area.

It is desirable for the counseling psychologist to have a combination of breadth and depth in his practicum training within the limitations imposed by the availability and nature of suitable practicum training facilities. He

should see a variety of students and clients, and should have a first-hand familiarity with problems of educational choice and adjustment, vocational choice and planning, and personal-social adjustment and development. He should develop competence in diagnosis, counseling, referral, use of resources, and interprofessional relations, and in dealing with problems of ethics. At the same time, the student-counselor should work intensively enough in one or more areas to be able to carry on work of that type with little or no supervision.

Breadth of practicum experience can probably best be attained by a combination of field work placements which enables the student to (*a*) observe, interview, and test a variety of cases handled by more experienced counselors and (*b*) participate in case conferences in which varied problems are considered and different procedures and resources are reported and discussed.

Depth can best be gotten by working intensively as an intern with a limited variety of problems in order to develop a deeper understanding of, and more skill in diagnosing and counseling, problems of that type.

Types of institutional settings. What has been said about the variety of counseling material encountered in practicum training has implications for the types of institutional settings in which practice may be provided. No one setting is likely to provide a great variety of experience, but it can provide some variety and considerable depth.

For example, a college student counseling service can normally provide intensive experience with problems of curricular and vocational choice, aspiration and achievement levels, vocational planning, adjustment to family and group living, and value conflicts; it may provide experience in diagnosing and counseling cases of personal adjustment problems of a more deep-seated type, in psychotherapy with the mild neuroses, in working with handicapped persons, in helping with problems of marital adjustment, and in referral for specialized services. While it is not likely to provide the intensive experience in helping persons who are floundering vocationally during their first years of work that another type of community guidance center might, nor the experience in the coordination of community resources for the training and placement of various kinds of handicapped persons that a social agency can, nor much experience in the diagnosis of the psychoses, it can do something in those directions.

A student-counselor's internship is usually best served in an institutional setting comparable to that in which he plans to work, so that he may acquire special familiarity with the peculiar problems of that type of setting. Thus, if he is likely to work in a college, an internship in a student counseling center would normally be most appropriate. For students with other objectives, internships in public schools, community guidance centers, rehabilitation services, child welfare agencies, family service agencies, or industrial consulting

organizations may be more appropriate. While attaining competence in a specialty is desirable, the university, the practicum agency, and the student should never lose sight of the need for versatility. The Committee feels strongly that counseling psychologists, especially those trained to the doctorate, should have command of a wide variety of skills and knowledges, permitting them to adapt to a number of different professional situations.

Knowledge, approaches, appreciations, and skills learned. Field-work students generally need opportunities to use skills and apply knowledge learned on the campus to real clients in life situations, so that they may be able to perform specific services under supervision. What is normally needed at the point of entering *internship* is (*a*) skill in establishing effective professional relationships, (*b*) diagnostic, prognostic, and treatment skills (i.e., skill in reaching an understanding of causative factors as contrasted with mere skill in testing or interviewing), (*c*) self-understanding and self-discipline, (*d*) understanding of an ability to fit into an actual institutional or agency setting, to work effectively with a variety of professional colleagues, and to deal appropriately with ethical problems, and (*e*) understanding of the community and societal functions of guidance and of the institution or agencies in which guidance is provided. The internship experience is uniquely suited for the development of these understandings and skills, and should be so planned as to contribute to their development to the highest possible degree. By the time he finishes the internship, the intern should be functioning as a regular junior member of the agency staff.

Methods, types, and quality of supervision. As the practicum student's role in the practicum agency is comparable to that of a closely supervised regular employee of that agency, the supervisory function is primarily that of the practicum agency. While the university in which the field worker or intern is a student may provide some supervision, the training center's contribution is most effectively made via the agency staff member who is responsible for on-the-job supervision, and in periodic contacts such as those provided by joint seminars and consultations.

The supervision provided by the practicum agency consists of (*a*) planning the student's practicum work in consultation with the university, in terms of his readiness to assume various types of responsibility or to function in various capacities, and in terms of his needs, (*b*) keeping the student occupied with a meaningful succession of practicum work, (*c*) observing and evaluating his functioning, and (*d*) sharing these evaluations with the student so that he may learn from his experiences and with the university so that it too may maximally contribute to the student's growth.

A competent practicum supervisor is a counseling psychologist who has had substantial graduate training in psychology, followed by a number of years

of successful counseling experience. Possession of the Diploma in Counseling and Guidance awarded by the American Board of Examiners in Professional Psychology is a desirable type of evidence of competence, but training and experience alone are not enough; the supervisor should be interested in providing practical training for others, effective in sharing his insights with professional students, and free to devote time and thought to providing and evaluating these experiences. In other words, he must also be a teacher and frequently a counselor to the counselor-in-training.

The lack of a tradition of paid internships and of field agency supervision of practicum work (such as exists in the field of social work) may well make difficult the early achievement of standards such as these. During the transition stage it may sometimes be desirable for the universities to play a more active part in the immediate supervision of practicum students. Joint appointments and shared or dual supervision, especially at the field-work level, may be temporary solutions.

Allocation of time in the practicum. The student's time in practicum training should be so planned as to give him the types of experience he most needs, in amounts sufficient to enable him to learn from the experience.

It is probably easier to put a *field worker* in the testing department of a guidance center and have him administer and score tests for the duration of his field work (with the possible justification that even in that time he will not acquire complete competence in testing) than it is to rotate him through other departments and give him a little experience in their work. But the field worker's concurrent and subsequent studies are made far more meaningful for him if his practicum experience is broad enough to give him some understanding of the various aspects of his field as seen in practical situations.

The *intern* may spend the bulk of his time in counseling, and that with special types of cases, in order that he may develop the basic skills and understandings of work with individuals. But counseling also includes report writing, case conferences, and consultations. The flow of his work should be so planned that he may spend some time with cases of types other than those in which he has specialized, and some time in reading the cases of other counselors, observing the work of other staff members and other agencies, conducting research, and reading on special problems.

Duration of practicum training. As the *field worker* is primarily a student, giving most of his time to academic work on the university campus and spending one or at most two days each week in the field, it is necessary that the field work experience extend over a sufficiently long period of time for the student to acquire a modicum of proficiency in the use of some techniques and to develop some understanding of the problems encountered by the agency and its clients. Field work should therefore probably be planned on a semester

(or quarter) basis, and might well continue for a whole year, the second semester being planned to provide experience of a different type or in a different setting. An alternate plan is for the field worker to spend a month or more between terms in an agency on a full-time basis, thus becoming a more integral part of the institution although not remaining there long enough for it to serve the purposes of an internship.

While *interns* spend all or possibly half of their time in the practicum agency, and are primarily related to that agency rather than to the university in that phase of their training, the principal reason for making the internship virtually a full-time activity is to provide intensity or depth of experience for the intern. Whereas field work may be of only a semester's duration, the internship should normally be planned for at least one academic year. This is necessary if the intern is to have the experience of carrying a regular work load toward the end of his practicum, if he is to work intensively with a large enough variety of clients, and if he is to have an opportunity to function for a time virtually as a regular staff member in an operating situation.

Evaluation of field workers and interns. Practicum supervisors have unique opportunities to observe and evaluate the student at work with clients and with professional colleagues; they have also unique opportunities for guiding the student in the light of these observations. The student's principal supervisor in the practicum agency should synthesize the observations of all supervisors having contact with him, communicate these evaluations to the student in a way which will contribute to his professional growth or to his leaving the field of guidance in a constructive way, and share them with the training center so that it too may use the information in counseling and evaluating the student. Such evaluations should be made at least at the end of each field-work experience and at least twice each semester during the internship.

Through a systematic and continuing evaluation of student-counselors, combined with cooperative research programs, it should become possible to:

a. modify and improve criteria for selection of subsequent candidates for the internship,

b. develop more effective means of improving learning in the field,

c. improve academic course offerings and prepracticum experiences as needs become apparent, and

d. help field agencies improve their practica.

ESTABLISHING AND OPERATING A PRACTICUM TRAINING PROGRAM

Agreement between practicum agency and university. It is important that parties representing both the agency and the university meet informally and

discuss the various phases of the practicum training program (purpose of the program, obligations to be assumed by each party, length and level of the program, stipend, hours, methods and type of supervision, etc.). After an agreement has been reached, a written statement should be drawn up for use by both parties. This statement will be helpful in the indoctrination of students assigned by the university to the agency. A complete understanding on the part of the student of the relationship between the agency and the university will help to avoid misunderstandings that might otherwise arise. Furthermore, for each practicum student the university and the practicum agency must work out an appropriate planned sequence of experiences.

Administrative records. An adequate log of his training experience should be kept by the student so that the quality and extent of his agency work can be evaluated in terms of the general plan and the student's individual plan. Such a log should include the number of clients seen, type of clients (problems presented and treatment called for) and type of techniques (tests, interviews, etc.) used. The student's own evaluation of his experience should also be recorded. The keeping of these records is not to be confused, of course, with the keeping of case records.

The agency should keep such records as may be needed in preparing for the university a detailed evaluation of the work done by the student.

Selection of field workers and interns. The final decision as to whether or not a student will be accepted must, of course, be left to the agency. The university, however, has a responsibility for the initial selection, and it can help in the final selection of students by working with the agency in setting up standards and by studying the effectiveness of the selection procedure used by the agency.

An effective system of communication between the agency and the university must be set up. One way in which this can sometimes be accomplished is to have reciprocal appointments. Other techniques, including preplacement conferences of supervisors to plan field experiences, attendance at staff conferences and seminars, and research by doctoral candidates in the field agencies, need exploration and development.

Subcommittee on Practicum Training: Donald E. Super, Chairman, Louis Long, Robert H. Mathewson, Winifred S. Scott, Edward J. Shoben, Jr., and Philip Zlatchin.

Committee on Counselor Training: Francis P. Robinson, Chairman.

Division of Counseling and Guidance, APA: C. Gilbert Wrenn, President, 1950–51; Donald E. Super, President, 1951–52.

APPENDIX C

Counseling Psychology as a Specialty[1]

Committee on Definition, Division of Counseling Psychology[2]

In 1952 the Division of Counseling Psychology published two reports on recommended standards of professional education for counseling psychologists at the doctoral level (1) and, as part of this program, on practicum training (2). These followed logically the report of the Michigan conference on the preparation of psychological counselors (3). A carefully stated definition of the specialty of counseling psychology was needed at that time, but none was available. Since the two statements on professional training proved to be sufficient tasks, the earlier committee contented itself with a brief description of the specialty and postponed to a later period the task of more elaborate definition. This document is the present committee's attempt to supply a more complete statement of what is counseling psychology.

The term "counseling psychology" has only recently come into official and extensive use, but in the past few years the adoption of the term and the recognition of the specialty have become widespread (4, 7, 8, 13, 16, 17, 18, 19, 20).[3] The term was adopted by the Division in 1951 and was given currency in 1952, with the publication of the two reports on professional education. In 1952, also, the Division changed its official designation from that of Counseling and Guidance to Counseling Psychology. Almost simultaneously, the Veterans Administration announced the establishment of two major psychological positions, bearing the titles "Counseling Psychologist (Vocational)" and "Counseling Psychologist (VR & E)." In 1954, a new professional publication, the *Journal of Counseling Psychology,* made its appearance. In 1955,

[1]Reprinted from *The American Psychologist,* Vol. 11, No. 6, June 1956, pp. 282–285.

[2]Edward S. Bordin, Milton E. Hahn, Donald E. Super, C. Gilbert Wrenn, and Harold B. Pepinsky (Chairman). This report has been accepted and its publication authorized by the Executive Committee of the Division.

[3]An interesting picture of developments in counseling psychology from 1950 to 1956 is provided in the chapters on "counseling" in the *Annual Review of Psychology* (see articles by Berdie, Bordin, Stuit, Pepinsky, Gilbert, Williamson, Wrenn, Hobbs and Seeman, and Shoben).

the American Board of Examiners in Professional Psychology adapted to these developments by changing the title of one of the specialty fields in which it issues a diploma from "Counseling and Guidance" to "Counseling Psychology." These events have made expedient the present attempt to provide a more explicit definition of counseling psychology than has been available heretofore. More urgently the existence within the Veterans Administration of related operations in counseling psychology and clinical psychology, and their antecedents in university programs that prepare students for these kinds of work, make highly desirable the spelling out of similarities and differences in these two psychological specialties. Such a delineation of specialty areas within the field of psychology becomes even more timely since the conference on the overlapping field of school psychology has just made its report (6). Of course, it is appropriately the function of the American Psychological Association to make official pronouncements regarding its specialty fields, but its Divisions have been expected to exercise initiative in the preparation of these statements. Any formulation such as that presented here should be viewed as part of an ongoing activity within psychology and its professional association, tentative in nature, and subject to modification as warranted by changes in the science of psychology and its various applications.

HISTORICAL DEVELOPMENT

Counseling psychology has its origins in three distinct movements. Two of these, the vocational guidance and the psychological measurement movements, began simultaneously early in this century and merged some twenty years ago. The third, the emphasis upon the motivational and affective aspects of behavior, began to merge with the first two a decade later. It was this union of emphases on vocational orientation, psychometrics, and personality development that led to the emergence of counseling psychology as a specialty.

In 1909, Frank Parsons wrote of vocational guidance as a process of vocational orientation, individual analysis, and counseling (10). Lack of testing and interviewing theories and techniques led to the neglect of the last two aspects of vocational guidance and to the emphasis on exploratory activities which characterized the work and writing of leaders such as Brewer (5).

At the same time, the psychometric movement and the study of individual differences got under way, bearing fruit in the 1930's in programs such as the occupational ability pattern research of the Minnesota Employment Stabilization Research Institute (11). Psychometric research workers joined forces with proponents of vocational orientation, and the revitalized vocational guidance movement proclaimed that "vocational guidance is now possible" (9). Individual differences in aptitudes and interests could now be studied in relation to occupations, and students and clients could be given adequate information about occupational opportunities and requirements.

But this enthusiasm now seems premature. In the 1940's the influence of the psychoanalytic concepts of repression and anxiety and their significances for the understanding and behavior began to be felt. As those who worked with problems of personality and emotional development communicated with those who worked with problems of educational and vocational planning and adjustment, the unity of the task became apparent. As personality and learning theory became clarified and as their role in counseling was more widely recognized, it became apparent that earlier concepts of counseling as restricted to the matching of individual abilities and interests with occupational requirements needed to be modified. At the same time, psychotherapeutic methods were being modified and described in terms that made them usable in everyday counseling situations.

Whereas psychometrics focused attention on individual differences, adaptations of psychotherapy brought out their meaning to the individual in the form of attitudes and motivation, and clarified the procedures for helping the individual to understand, accept, and utilize his assets.

An important outcome of the merger of the vocational orientation, psychometric, and personality development movements has been a changed concept of the functions and training of the person who does the counseling. He was first either a teacher who helped people explore the world of work or a psychologist who gave and interpreted tests. Then he, who might or might not have been a psychologist, was a user of community resources, of occupational information, and of psychological tests. He has now emerged as a psychologist. He is, however, a psychologist who uses varying combinations of exploratory experiences, psychometric techniques, and psychotherapeutic interviewing to assist people to grow and to develop. This is the counseling psychologist.

CURRENT STATUS

At the present time, the specialty of counseling psychology is approaching a state of balance among emphases upon contributions to (*a*) the development of an individual's inner life through concern with his motivations and emotions, (*b*) the individual's achievement of harmony with his environment through helping him to develop the resources that he must bring to this task (e.g., by assisting him to make effective use of appropriate community resources), and (*c*) the influencing of society to recognize individual differences and to encourage the fullest development of all persons within it.

In connection with its attempt to help the individual develop a more mature

inner life, counseling psychology draws upon contemporary personality and learning theories. In so doing, it employs concepts and tools that are also used by clinical, experimental, social, and school psychologists, among other specialty groups. Because it aims to contribute to the personal development of a great variety of people, counseling psychology does not concern itself only with the more extreme problems presented by individuals who are in need of emergency treatment. In other words, counseling psychology does not place special emphasis upon the development of tools and techniques necessary for intensive psychotherapy with individuals whose emotional growth has been severely distorted or stunted. Counseling psychology, then, leaves to other psychologists the major responsibility for the emergency treatment of psychological disasters.

The counseling psychologist wants to help individuals toward overcoming obstacles to their personal growth, wherever these may be encountered, and toward achieving optimum development of their personal resources. Therefore, this psychological specialist is found to be working in the full range of social settings, e.g., school, hospital, business or industry, or community agency. The counseling psychologist may help individuals in their personal development while they are progressing through school, suffering the effects of illness or physical disability, changing jobs, or attempting to cope with marital situations or problems of parent-child relationships.

As a psychologist, the counselor has certain unique resources to offer the individual for use in achieving a harmonious relationship to his environment. Tests and other methods of psychological evaluation enable the counseling psychologist to offer his client forecasts about the probable outcomes of the alternative courses of action open to him (11, 12, 15). Analytic techniques developed by psychologists provide the counselor with the means of assessing the psychological demands of roles an individual may play in various environmental situations (e.g., 14). While the counseling psychologist interests himself in many other kinds of information and skills that related disciplines have to offer the client (e.g., education, sociology, or religion), he does not claim special competencies in these areas.

Although no distinct cleavage exists, we do see evidences of differences between clinical and counseling psychologists. One such difference is in the amount of emphasis given to the above-described function of increasing the individual's resources for coping with his environment. Counseling psychologists, like personnel psychologists, spend more time in attaining a comprehensive knowledge of the validities of psychological tests for predicting the outcomes of activities engaged in by clients during the normal courses of their lives (e.g., educational achievement, occupational success, marital happiness, etc.). This is balanced by less preoccupation with the use of psychological

tests for the analysis of the individual's inner life and for predicting problems of hospital management and psychotherapeutic treatment.[4]

The counseling psychologist does not view his contribution to the individual's personal development as restricted to direct contact with him through psychological counseling. Where necessary, he is willing to follow the client out of the office and to work with other persons and groups with whom the client has to deal. In this way, the counseling psychologist shares with the social psychologist a concern for the degree to which social organization adapts itself to the meeting of individual needs. For example, in the educational sphere, the counseling psychologist plays a role in shaping admissions procedures, curriculum development, and extracurricular activities, and consults with teaching faculty and other educational personnel. In industry, he collaborates in training programs for supervisors, influences selection and placement procedures, and consults on personnel policies. In hospitals, he stimulates the development of hospital employment opportunities for treatment purposes, collaborates with other workers (e.g., physicians, nurses, social workers, and occupational, physical and educational therapists) in the development of a total rehabilitation program, and works with other hospital and nonhospital personnel in the development of outside employment opportunities. In all of this, the goal of the counseling psychologist is to further the fullest possible self-realization of those who constitute a particular social group, not just his clients or those deviant individuals who are making less than a minimal adjustment in that social setting.

THE FUTURE

For counseling psychology, it is safe to assert that many changes are likely to occur over the next decade. Because dramatic changes are taking place now, we cannot predict what the future will hold for the specialty. It may be, for example, that counseling psychologists will work mostly with sick people; a new kind of industrial psychology may emerge out of the fusion of clinical, counseling, personnel, and applied experimental psychology in the industrial setting, or, it is possible that counseling and school psychology may merge in the educational setting. Whatever the developments, they will depend on where the functions performed by counseling psychologists find their most useful outlets.

It is our conviction that counseling psychology is still evolving as a specialty area. Although there are discernible trends toward commonality among the present psychological specialties, it is important to underline the remaining

[4]Contrast a typical text on psychodiagnosis with a typical text on educational or vocational appraisal.

differences among them. Regardless of ultimate trends, the present accentuation of differences should permit new functions to develop. By attempts to define these specialty areas, we can help to ensure that the unique contributions of different kinds of functions will be recognized. The present organization and structure of the specialties, however, should not be regarded as permanent.

The primary concern among all practicing psychological specialists ought to be the building of a more effective applied psychology. In counseling psychology, we must not lose the present opportunity to make our unique contribution to psychological science and practice because of spurious pressures to merge with other groups. Neither should we fight genuine assimilative trends, such as counseling psychology's trend toward increased attention to personality development and that of clinical psychology toward increasing concern with extra-personal, environmental influences upon individual and group development. We think it wise to make explicit our unique functions as counseling psychologists without resisting their fulfillment by other specialty groups.

The problem of convergence may be resolved by a simplification of the existing specialty structure. A broad group of functions may come to be performed under a new and single banner, but it is important to ensure that this does not take place in such a way that important, presently performed functions are slighted or ignored. It is quite possible, therefore, that what seem to be convergence trends among the present specialty areas will lead to the parallel development of functions rather than to complete overlap.

SUMMARY

At the present time, counseling psychology is a specialty within the area broadly designated as applied psychology. It utilizes concepts and tools and techniques that are used also by several other specialty groups, notably social, personnel, and clinical psychology. Although the specialty has been practiced for many years, its designation as counseling psychology has been adopted and generally accepted only recently. Historically, it has drawn upon three distinct movements: (*a*) vocational guidance, (*b*) psychological measurement, and (*c*) personality development. Currently, the specialty of counseling psychology is approaching a balance among emphases upon contributions to (*a*) the development of an individual's inner life, (*b*) the individual's achievement of harmony with his environment, and (*c*) the influencing of society to recognize individual differences and to encourage the fullest development of all persons within it. Although counseling psychology leaves to other psychologists the major responsibility for treating psychological disasters, the counseling psychologist may be found working in the full range of social settings. He has unique resources, e.g., tests and other methods of psychological evaluation, for helping individuals to achieve harmonious relationships with their environments. He is willing to work drectly with other persons and groups with whom his clients must deal outside of the counseling office. His goal is to further the fullest possible self-realization of those who live in a particular social setting.

REFERENCES

1. American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. Recommended standards for training counseling psychologists at the doctorate level. *Amer. Psychologist,* 1952, 7, 175–181.
2. American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. The practicum training of counseling psychologists. *Amer. Psychologist,* 1952, 7, 182–188
3. Bordin, E. S. (Ed.) *The training of psychological counselors.* Ann Arbor: Univer. of Mich., 1951.
4. Bordin, E. S. *Psychological counseling.* New York: Appleton-Century-Crofts, 1955.
5. Brewer, J. M. *Education as guidance.* New York: Macmillan, 1932.
6. Cutts, Norma F. *School psychologists at mid-century.* Washington, D.C.: Amer. Psychol. Assoc., 1955.
7. Hahn, M. E. Counseling psychology. *Amer. Psychologist,* 1955, 7, 279–282.
8. Hahn, M. E., & MacLean, M. S. *Counseling psychology.* New York: McGraw-Hill, 1955.
9. McConn, M. Educational guidance is now possible. *Educ. Rec.,* 1935, 16, 375–411.
10. Parsons, F. *Choosing a vocation.* Boston: Houghton Mifflin, 1909.
11. Paterson, D. G., & Darley, J. G. *Men, women and jobs.* Minneapolis: Univer. of Minn. Press, 1936.
12. Paterson, D. G., Schneidler, Gwendolyn, & Williamson, E. G. *Student guidance techniques.* New York: McGraw-Hill, 1938.
13. Pepinsky, H. B., & Pepinsky, Pauline N. *Counseling: theory and practice.* New York: Ronald, 1954.
14. Shartle, C. L. *Occupational information.* New York: Prentice-Hall, 1946.
15. Super, D. E. *Appraising vocational fitness.* New York: Harper, 1949.
16. Super, D. E. Transition: from vocational guidance to counseling psychology. *J. counsel. Psychol.,* 1955, 2, 3–9.
17. Wrenn, C. G. Training of vocational guidance workers. *Occupations,* 1951, 29, 414–419.
18. Wrenn, C. G. The ethics of counseling. *Educ. psychol. Measmt.,* 1952, 12, 161–177.
19. Wrenn, C. G. Editorial comment. *J. counsel. Psychol.,* 1954, 1, 124.
20. Wrenn, C. G., & Darley, J. G. Counseling. *Rev. educ. Res.,* 1942, 12, 45–65.

APPENDIX D

Recommended Standards for Internships in Counseling Psychology[1]

Committee on Internship Standards, Division of Counseling Psychology, American Psychological Association[2]

As the specialty of counseling psychology crystallizes as a distinct professional entity, considerable attention is being directed to the problem of developing standards for adequate professional training at the doctoral level (2) with special attention to the problems of practicum training (3). Development of such standards has been facilitated by prior statements concerning standards for training in clinical psychology (1, 5) and by the establishment of internships in Counseling Psychology in the Veterans Administration. There now appears, however, to be a growing feeling that the full development of counseling psychology will depend upon broadening the base of the internship experience through including such agencies as college and university counseling services (6), community agencies, etc.

The Committee on Internship Standards of the Division of Counseling Psychology was established in the fall of 1956 to strengthen the standards for evaluating the internship experience, to broaden the scope of the internship, and to study the problems involved in expanding existing internship facilities, particularly in agencies and institutions where no such arrangements have existed prior to this time.[3]

During the spring of 1957 the Committee met and proposed a preliminary statement which was then presented to a number of groups for their criticisms, including the Division 17 Executive Committee, the Committee on

[1] Reprinted from multilithed report dated 1960.

[2] The Committee was composed of Albert S. Thompson, Chairman, E. Gordon Collister, Leonard D. Goodstein, Joseph Samler, and Robert S. Waldrop.

[3] At this stage in the development of counseling psychology, this statement is offered not as a set of absolute or final standards to be met but rather as a set of broad guide lines and general goals intended to assist in the development of desirable internship facilities.

Evaluation of the E & T Board, and the 1957 meeting of the Directors of College and University Counseling Services. Detailed comments on the statement were also obtained from a large number of counseling psychologists in the V. A. hospital program. Each member of the committee informally discussed the report with many interested individuals. Through a group session, one member obtained reactions from a number of current or recent counseling psychology interns in the New York City area. A final report drafted by the committee during a two-day meeting in Washington, D. C. on January 3 and 4, 1958 was accepted by the Division 17 Executive Committee which recommended publication. The Committee on Evaluation of the Education and Training Board has approved it as a guide for the evaluation of counseling psychology internship facilities.

It is apparent from the above that this statement is not based on a scientific sampling of opinion but rather on a distillation of the assumed wisdom of the committee members and their interpretations of what other expert and actively interested individuals believe. This document is therefore offered primarily as an aid to university departments and agencies engaged in the training of doctoral-level counseling psychologists, to prospective interns in counseling psychology, as well as to agencies contemplating the development of an internship program. While each internship setting or agency as well as each individual intern presents unique problems, it is hoped that this report is sufficiently broad in scope to encourage flexibility in the resolution of individual problems while still providing a relatively uniform set of standards for agencies, academic institutions and prospective interns to use as a guide.

Definition, Objectives and Nature of the Internship

The internship is the terminal phase in the practicum training of the counseling psychologist and, as such, should follow a series of laboratory and clerkship or fieldwork experiences (3, pp. 183-184). The internship should occur at that time in the student's experience when he has developed a sufficient mastery of both theoretical-didactic materials and practical skills to be able to assume the role of a fully-functioning although junior member of the staff of the internship agency.

Whether the internship extends over the period of at least an academic year on a full-time basis or two or more years on at least a half-time basis, it is imperative that the activities performed in the internship agency be integrated with the university program so as to be mutually facilitating (7).

Since the exact nature of the internship will necessarily vary with the agency and its function as well as with the individual intern and his prior training and experience, careful collaborative planning between the internship agency

and the university, together with the prospective intern, is required before a suitable plan can be arranged.

It is highly desirable for the intern to have a combination of breadth of function and depth of experience during his internship. Breadth of function can be provided through opportunities to develop skills in a variety of professional psychological functions such as appraisal, vocational and educational counseling, psychotherapy, educational and remedial work, personnel selection, and research. Depth of experience can be obtained by intensive work under close supervision with a limited number of clients, by providing the intern with opportunities to utilize and test his several skills, including those in which only marginal proficiency has been gained. Some breadth of experience can be obtained within most agencies, even those with a limited range of clients, when a deliberate attempt is made to provide the intern with opportunities to work with all types of clients served by the agency, or to observe, either directly or indirectly, qualified counselors working with clients beyond the intern's qualifications and to participate in case seminars in which such case materials are presented and discussed.

While many interns have a strong desire to limit their experience to a narrow area of specialization in line with their specific professional goals, this is usually undesirable on the internship level; while students should be encouraged to choose internship centers with their avowed interests and goals in mind, the internship agency together with the academic institution share the responsibility for maintaining a broad internship experience with some depth in the area of the intern's special interest. Further, the internship agency should encourage the intern to explore the facilities and functions of related agencies in order better to understand the role and function of his own facility.

While it is recognized that local conditions vary and that the final responsibility for making work assignments rests with the internship agency, it is highly desirable that the internship afford supervised experience in psychotherapeutic counseling. Counseling psychology internships should provide supervised experience in both short-term counseling and in more sustained relationships.

The intern should also have experiences in those aspects of the job which may be incidental to the counseling process, but are an integral part of the counseling psychologist's job. In a university counseling center, for example, the intern should learn to work as a colleague with other staff members, as well as with parents and public. Opportunities to gain this kind of experience come about readily by working with clients referred by other staff members, through working with an institutional testing program, and by speaking to or holding discussion sessions with campus groups relative to agency services. The internship experience frequently affords the intern his first opportunity to deal

with interprofessional relationships, to communicate directly with professional workers in other fields, such as medicine, education, social work, employment counseling, etc. Every effort to help the individual intern gain and use such skills in interdisciplinary communication will pay rich dividends to both the intern and the agency as well.

The intern should also have an opportunity to learn how to supervise other graduate students and, if possible, have some formal teaching responsibilities since these roles are quite common in the positions counseling psychologists hold.

During the internship the student should learn to appreciate the close relationship between his functioning as a counselor and as a research worker. Too frequently students learn that research is something to be undertaken only when service obligations have been met or only when the most ideal conditions prevail. The intern should be provided time and facilities to pursue research which stems from his daily work whether this be his personal research or institutional research.

The climate of the internship is probably best set by accepting the student as a professional colleague even though he is neither expected nor required to carry the same responsibilities as fully qualified staff members. It should be expected that he assume his place in staff meetings commensurate with this point of view whether the meeting be concerned with staffing cases, deciding policy, or preparing a budget. The intern treated as a professional person will more likely and quickly learn to be one.

SUPERVISION

Since the intern's role in the internship agency approaches that of a closely supervised regular employee of that agency, the direct supervisory function is primarily the responsibility of the agency rather than of the university. Supervision of the intern differs from that of the regular staff member, however, in that the former is likely to be more formally organized, and to be pre-planned by the supervisor, whereas the latter is usually based on specific requests for help initiated by the staff member.

Supervision involves at least four functions: planning, assignment, observation, and evaluation. The *planning* of the intern's over-all program should be done in consultation with the university and the intern, taking into account his stage of training and needs. The *assigning* of tasks to the intern should take into account the objectives set up in the over-all plan, the progress being made by the intern, and the intern's readiness to assume increasing responsibility. *Observation* of the intern's performance may be done through direct observation, one-way screens, discussion of recorded counseling sessions, read-

ing of case reports, and individual and group case conferences. The frequency and closeness of observation depend upon the level of proficiency of the intern in the function being observed. To make the evaluations useful, they should be shared with the intern so that he can learn from his experiences and with the university so that the internship experience can be coordinated with his total training program.

The effectiveness of supervision depends in large part upon the atmosphere within which the supervision occurs. The effective supervisor is one who is able to establish a supervisory relationship conducive to self-development of the intern, a relationship which is constructive rather than punitive. The effective supervisor must be sensitive to the feelings of the intern as he struggles through his learning experiences and, at the same time, keep in mind the long-term objectives of the internship. He must know when to wait patiently for insights to develop and when to press for higher standards of performance. He must aid the intern in making progress toward accepting and/or respecting the client. This presupposes the intern's acceptance of and respect for himself, a process in which the supervisor has an important role to play. The effective supervisor should exhibit a positive attitude concerning the supervisory process which motivates the intern and invites him to seek help rather than cover up deficiencies. The supervisory relationship may include help in personal problems short of establishing a therapist-client relationship with the intern as client.

The counseling psychologist with basic responsibility for intern supervision should be an ABEPP Diplomate in Counseling Psychology, a Fellow of Division 17, or a psychologist trained at the doctoral level with a major in counseling psychology. These criteria increase the likelihood but, of course, do not insure the possession of the skills or personality characteristics or the exercise of interpersonal relationships necessary to promote the growth of the intern. The prescription for the good supervisor, noted as an ideal to be sought rather than to be found routinely, includes maturity, professional competence based on training and experience, keen regard for the importance of professional standards, a balanced point of view relative to the place and function of counseling psychology, and ability and interest in communicating in a way to promote growth and understanding on the part of others including interns.

Whenever possible, interns should be exposed to more than one supervisor, preferably through a carefully planned rotation system, both within an agency and through different agencies or agency settings. Assignment to a given supervisor should take into account the trainee's needs and the particular contributions which the individual supervisor can make to the intern's development.

The agency should appoint as supervisors only those staff members interested in supervision and willing to accept the responsibilities. Once appointed, they should be given adequate time to perform their supervisory duties as a recognized part of their work load. There is as yet insufficient information on which to base recommendations relative to the number of interns to be carried by any one supervisor. It is logical, however, to consider that affecting such standards will be the energy and interest of the supervisor, the time available to him for such supervision, the nature of other assigned duties, the work pressures upon the agency, the nature of the specialized area of the internship, and the total atmosphere relative to acceptance of interns. Each full-time intern can be expected to require a minimum of two or three hours per week of individual supervision in addition to attendance at a seminar or group supervisory session. How many interns are assigned to a given supervisor thus depends upon the total time for supervisory duties made available to the supervisor. Even if feasible, it would seem undesirable for a given staff member to spend most or all of his time in supervision for an extended period since his own professional skills would become rusty and he would begin to lose touch with the everyday operating problems of the agency.

It should be recognized that the supervisory process itself involves particular skills. The agency and training institution should have periodic conferences or seminars dealing with the process of supervision and provide for continuous training and evaluation leading toward improvement of the supervision being given by the agency.

SELECTION AND QUALIFICATION OF INTERNS

By the time the student is ready for the internship he should have had, through his formal course-work, laboratory and field work, gradually increasing experience and responsibility in working with clients, in understanding his future role as a counseling psychologist, and in appreciating the operating and administrative problems of counseling agencies. Just as the internship provides the student with an opportunity to broaden his understanding, knowledge, and skills in actual work with clients, so should his background training have provided him with an opportunity to develop understanding, knowledge and skill to the point where the greater freedom of the actual work situation enables him to profit from this experience. Readiness for internship assumes not only possession of the basic professional knowledge and skills but also that the student is emotionally ready for the responsibilities of the internship. This includes relations with clients, members of other professions, counseling psychologists and those in other psychological specialties.

The 1952 Division 17 Committee on Counselor Training introduced its statement concerning selection of students with the following comment which

is as relevant and important to the selection of interns as it is to the selection of beginning students:

> In selection we can state our goals with clarity and, at the same time, recognize the crudity of the selection methods now at our disposal. Our goal is the selection of students who are intellectually able, professionally motivated, emotionally and socially mature, and curious about the unknowns in the field of psychology. (2)

Of these bases for selection, emotional maturity is of basic importance. Such maturity is a function of the counselor's acceptance of and respect for himself and is fundamental to satisfactory and successful work with clients. It seems clear that the procedures that assist the client to achieve self-acceptance should also be useful for the counselor at any stage in his training. These procedures may include intensive therapy in addition to other therapeutic experiences, all of which should result in greater emotional maturity as well as the achievement of didactic goals.[4]

QUALIFICATIONS OF THE INTERNSHIP AGENCY

Counseling psychologists have found employment in a wide variety of settings but, as mentioned early in this report, there is need for expansion of the settings in which counseling internships are made available. In addition to the more commonly used university and VA facilities, therefore, internship possibilities should be explored in community agencies, public and private schools, rehabilitation centers, privately operated psychological service organizations, private industry, etc.

Within the general community where the training institution is located, internship agency strengths and weaknesses should be well known to university training personnel. For more distant internship opportunities, the list published by the American Board for Psychological Services as meeting standards promulgated by the Board and the Directory of Counseling Agencies, published by the Committee on Professional Practice of the American Personnel and Guidance Association, should be useful resources. In addition, the Education and Training Board of APA has prepared lists of approved practicum agencies.

The Training Point of View

It is highly desirable that the agency providing the internship opportunity maintain a "training point of view." This point of view may be described as falling between the orientation of the service type agency whose major responsibility is to assist its clients and the quite explicit mission of the training institution for the preparation of professional and technically qualified personnel.

[4]Whether or not the internship agency has the primary responsibility for providing therapy for the intern is an open question.

The training point of view is a function of the close identification of the agency personnel with the profession. It is manifested in a readiness to contribute time and energy to the training of competent workers. The desirable attitude is that the productive contribution made by the intern be considered subordinate to his growth and learning, although these are by no means mutually exclusive aspects of the intern's experience. It seems to follow that the attitude will be met in those agencies which as a matter of course give extensive support to staff development and in-service training, formal training, and investigation and research.

Scope of Experiences

The agency should be in a position to provide the intern with such experiences as will enable him to appreciate (1) operating and administrative problems, and (2) the particular role of the counseling psychologist relative to practitioners in related disciplines. The agency should involve the intern in problems of financial support, budget, salary considerations, provision of clerical assistance, relationships with lay boards and other areas in putting the agency program into effect. Opportunity should be available to define the work of the counseling psychologist in relation to the roles played by the clinical psychologist, psychiatrist, social-worker, employment worker, and others. Staff meetings and case discussions where such problems arise directly and indirectly should be open to the intern.

ADMINISTRATIVE ASPECTS OF INTERNSHIPS

Internships should be effectively publicized by both the printed and the spoken word. In describing an internship via the printed folder or brochure due regard must be had for the dignity of the profession, avoiding gaudiness, overstatement, enticements, and flowery verbalizations. The document should be printed or carefully duplicated, clearly stating the opportunities available, what the intern may expect in the way of professional development, and what is expected of the intern. In many instances such an announcement may be the only opportunity to offer the internship and in most cases is the initial contact. In preparing such material, it is important to consult other professional persons in the agency who later will be working with the interns.

What has been said above about the printed presentation is applicable also to the initial personal presentation. The interview with the prospective intern should be regarded as a professional task. It should assist in bringing to light the motivations and expectations of the intern and to furnish him with a sound perspective on this aspect of his training.

The agency has two additional obligations: the screening of applicants and the preparation of the staff. In these days of critical shortage of professional personnel there is a real temptation to accept any applicant who has minimal interest and qualifications as one who could "at least help carry the service load." The use of such a criterion without regard to the contribution which such an experience will make to the prospective intern almost surely results in a less than satisfactory experience for both patries.

Within the agency itself there needs to be staff preparation to insure understanding of the purposes and goals of the internship program. This is of especial importance when some of the staff is part-time or unfamiliar with the concept of internship as psychologists view it.

Management of the Internship

The aspect of an internship which frequently receives least attention has to do with planning for and management of operational details. Yet from these details are formed the attitudinal structure which determines whether or not the experience has been positive. Experience indicates that the following require attention:

1. A frequent complaint by interns is that they do not know just what their status is with respect to other staff members in psychology or related disciplines or to agency administration. The question is raised whether or not interns should attend psychology staff meetings; whether they are permitted general administrative staff privileges and, if not, what the limits are. The question of status applies generally, including such matters as parking, advances for travel expenses, use of library, stationery, secretarial assistance, etc.
2. Closely related to the problem of status relationships is that of appropriate title. An appropriate title should be agreed upon and used consistently within the internship setting.
3. Relationships with administrative staff and related disciplines require attention. There should be freedom for communication between the intern in counseling and representatives of other disciplines.
4. Of personal significance to the intern are the frequently minimized details of salary, vacation, sick leave, participation in group and hospitalization insurance, opportunity to purchase personal and family goods at a discount, availbility of faculty or station housing, advice and assistance on income tax forms, and other related matters. The intern should be regarded as a younger professional colleague. Consideration of these areas involving status and comfort in living can go far to create an atmosphere of security and learning.
5. The use of and relationships with consultants constitute an additional factor for consideration in the internship experience. Careful planning and maximum use in a wide variety of ways is required.

EVALUATING INTERNS AND INTERNSHIPS

A problem in internships is that of evaluating the outcomes of the internship experience. This applies both to the progress of the intern and the effectiveness of the agency in providing an appropriate internship. The situation in psychology is aggravated by two principal factors, viz., the relative newness of professional practice and the conscientiousness of psychologists where matters of measurement and evaluation are concerned.

In evaluating the *intern,* several principles should be observed:

1. The underlying philosophy and approach of evaluation should be directed constructively toward strengthening the intern both personally and professionally.
2. Evaluation should be *with* an intern rather than merely *of* an intern.
3. Evaluation is properly regarded as a continuing process, not as a single event in time.
4. In its most helpful form the evaluation will also provide an opportunity for interns to evaluate objectively the internship supervision and setting.

In evaluating the *internship agency,* the basic problem is one of determining the adequacy with which the agency has been able to facilitate growth of the intern toward the objective of effecive professional performance. While the university typically reserves the right to accept or reject a given internship agency as qualifying for the degree requirement, the evaluation of the internship is a joint endeavor of the agency and the university.

Until empirically derived standards are developed, the evaluation must depend upon guides such as the Check List for the Evaluation of a Practicum, included in the 1950 statement on Standards for Practicum Training in Clinical Psychology (1) and the evaluation procedures currently being developed by the Committee on Evaluation of the APA's E & T Board.

This present report is an attempt to describe a generalized model of internship in counseling psychology and to identify the factors believed to be associated with adequate internship experiences. As such, it is hoped that it will serve a useful function in facilitating evaluation of current internships in counseling psychology and in stimulating and guiding the development of new and expanded internship opportunities.

REFERENCES

1. American Psychological Association, Committee on Training in Clinical Psychology. Standards for practicum training in clinical psychology: Tentative recommendations. *Amer. Psychologist,* 1950, 5, 594–609.

2. American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. Recommended standards for training counseling psychologists at the doctorate level. *Amer. Psychologist,* 1952, 7, 175–181.
3. American Psychological Association, Division of Counseling and Guidance, Committee on Counselor Training. The practicum training of counseling psychologists. *Amer. Psychologist,* 1952, 7, 182–188.
4. Bordin, E. S. (Ed.) *The training of psychological counselors.* Ann Arbor, Uiversity of Michigan, 1951.
5. Raimy, V. G. (Ed.) *Training in clinical psychology.* New York: Prentice-Hall, 1950.
6. Super, D. E., et al. Internships in college counseling centers. *Counseling News and Views.* 1956, 9, No. 1, 16–18.
7. Thompson, A. S., Super, D. E., and Napoli, P. J. Developing a VA Counseling Psychology Training Program: A case history of university–hospital cooperation. *Amer. Psychologist,* 1955, 10, 283–288.

APPENDIX E

The Current Status of Counseling Psychology[1]

A Report of a Special Committee of the Division of Counseling Psychology, 1961[2]

Origin of This Study

In September 1960, the Executive Committee of the Division of Counseling Psychology asked three members of the Division to draft a statement on the current status of counseling psychology as a field of study and work. Such a review of the field also had been requested by the Education and Training Board of the American Psychological Association.

The Board in 1959 had commissioned Drs. Irwin Berg, Harold Pepinsky, and Joseph Shoben to prepare an analysis of counseling psychology. The Executive Committee of Division 17 decided in 1960 that the opinions expressed in that report did not reflect the variety of interests of the members of the Division. Furthermore, the Executive Committee felt that the report (which has not yet been officially released for general circulation) did not adequately marshall the factual evidence concerning the current status of counseling psychology which should be relevant in the deliberations of the Education and Training Board. However, the Executive Committee instructed its special committee not to write a rejoinder to the aforementioned report, but rather to write a positive statement deducing conclusions from documented evidence. The following considerations have guided the writing of the present report.

> Counseling psychology, particularly in its important components of vocational psychology and vocational counseling, is in need of careful reexamination and clarification at this time. The scientific and professional interests of the members of Division 17 are multiple and complex. Some pulling together of some of the main threads in the more recent development of the Division is desirable.

[1] Reprinted from the multilithed report.

[2] The Committee was composed of David V. Tiedeman, C. Gilbert Wrenn, and Leona Tyler, chairman. This report has been approved by the 1960-61 and the 1961-62 Executive Committees of the Division of Counseling Psychology.

The relatively new label, Counseling Psychology, has caused this well established field of work to be frequently compared with Clinical Psychology and other areas of specialization. Evaluation of the overlapping and differentiating features of these various areas of specialization is desirable.

If Counseling Psychology, or any other field of psychology, appears to be contributing to human welfare, this distinctive contribution should be defined from time to time and suggestions for strengthening it should be proposed.

THE EMERGENCE OF COUNSELING PSYCHOLOGY

In some ways counseling psychology is one of the newest psychological specialty areas; in other ways it is one of the oldest. The name Counseling Psychology was adopted by Division 17 in 1953, replacing its earlier name, Counseling and Guidance. The shift represented more than a mere change of name; it represented a change in direction, the meaning of which is gradually being clarified. So while for several decades psychologists have been participating in some of the kinds of activity now considered to be within the province of counseling psychology, it is only recently that the identity of a Counseling Psychologist has taken shape.

The clearest available description of the new specialty can be found in the report of the Committee on Definition, Division of Counseling Psychology (1956). In a brief account of historical origins, the committee identified three trends that had merged in this specialty: vocational guidance, psychometrics, and personality development. The emphases now characteristic of counseling psychology were said to be: (*a*) the development of an individual's perception of himself; (*b*) the individual's achievement of harmony with his environment; and (*c*) the influencing of society to recognize individual differences and to encourage the fullest development of all persons within it. Counseling psychology concerns itself with the individual's strengths rather than his weaknesses, with his utilization of environmental resources as well as with his self-perceptions.

Following upon this broadening of the concept of counseling psychology to cover more than had been covered by the vocational guidance concept was a decision of the Veterans Administration to establish a new kind of major psychological position in hospitals and clinics—to make use of psychologists who concentrate on helping the patient to take his place in the world of work and community life rather than on attempting to cure his "illness." Similar trends are in evidence in various other medical settings.

Since 1952, the Division of Counseling Psychology has issued policy studies concerning the definition of the specialty (1956), the training of counseling

psychologists (1952), practicum training (1952), internships (1960), the role of counseling psychology in the training of school counselors (1961), and the characteristics, attitudes and expectations of its members (1959). Besides the formal studies which have led to official reports, the Division has sponsored symposia at conventions and a particularly fruitful series of local and regional discussions which have generated much valuable information for planning policies and activities.

In 1954, a new journal, the *Journal of Counseling Psychology,* was established by a group of members of the Division. In 1955 the American Board of Examiners in Professional Psychology changed the title of one of its specialty areas from Counseling and Guidance to Counseling Psychology.

The question of similarities and differences between counseling and clinical psychology has arisen again and again, and an increasing amount of clarity with regard to this issue has been attained.

STUDIES OF COUNSELING PSYCHOLOGISTS

We can form some impression of the nature of counseling psychology by analyzing data about Division 17, about training programs, about ABEPP, and about the authors who publish in the *Journal of Counseling Psychology.*

Let us first look at the Division. An examination of membership totals since 1955, the first year in which they are given in the Directory, shows that there has been a steady growth. See Table 1. Division 17 was one of the larger divisions to start with; it was third in size in 1955 and was third in 1961. It has gained membership regularly and has increased in size 38.6 per cent. Eight of the seventeen APA divisions in existence during the full six-year period show a higher rate of gain; eight show a lower rate.

In the 1959 report of the Committee on Divisional Functions referred to above, some concern was expressed at the finding that the median age of members at the time of the study, 1957, was 44, and that only 22 per cent of the respondents indicated that counseling was their principal job function. It was found also, however, that about half of the members considered that their primary loyalty was to counseling psychology and that in this subgroup there was a larger proportion than in the division as a whole of persons with specialized training in the counseling area who reported counseling as their main function.

A study of the characteristics of persons who have joined Division 17 since it was constituted under its present name has recently been made by Tiedeman and Mastroianni (1961). It shows that these new members are somewhat younger, on the average, than those studied earlier and that they are more definitely committed to counseling psychology as a specialty. The median age for

Non-Fellows (called Associates before 1958, and either Associates or Members since that time) is about 37. About 35 per cent of this group of new members is under 35, 46 per cent 35 through 44, and 19 per cent 45 and over. The median age of persons elected to Fellowship since 1952 is about 41. About 6 per cent of the recent Fellows are under 35, 56 per cent 35 through 44, and 38 per cent 45 or over.

About half of the new members belong to Division 17 only, and another quarter have affiliated with only one other division. While Division 12, Clinical Psychology, is the one chosen with the greatest frequency, only about 18 per cent of the new Members and 25 per cent of the new Fellows belong to it. Other divisions chosen fairly frequently are Division 5 (Evaluation and Measurement), Division 8 (Personality and Social), Division 15 (Educational), and Division 16 (School).

There is reason to believe that the overlap of Division 17 with Division 12 (which was 25 per cent in 1957) will be less as the years pass. In the 1940's many APA members opted for charter membership in several divisions, some of which were not then or are not now their primary field; psychologists, however, tend to retain such memberships at the nominal cost of a few dollars a year. The younger members of divisions probably are less likely to seek or to be elected to many divisional memberships. It appears too that Division 8 is an increasingly important scientific base for counseling psychologists.

An analysis of the positions in which the persons recently joining the Division are employed indicates that while there is a good deal of diversity, by far the most common setting is a college or university. The Non-Fellows are most likely to be working as counselors in college counseling centers and as teachers. The Fellows tend to be concerned mainly with teaching and administration.

Another recent study (Peterson and Featherstone, 1961) also suggests that there is considerable uniformity in the positions held by counseling psychologists. This is a survey of what graduates of APA-approved counseling psychology programs are now doing. Information about position and job setting was obtained from 294 of the 337 graduates of 27 training programs. (Three of the 30 approved programs did not report.) Over three-fourths of the graduates are concentrated in four positions: counseling psychologist, faculty member, director of program, and psychologist (specialty not designated). Only six per cent classify themselves as clinical psychologists. About half work in college and university settings, and the rest are distributed over a wide range of settings, most of them non-medical in nature. About four per cent work for public school systems. Very few are engaged in private practice.

Together, these two studies of recent entrants to the profession suggest that

there is a fairly large core of positions and duties now being identified with this particular specialty.

Another source of data about the identity of counseling psychologists is the *Journal of Counseling Psychology.* During its first seven years, 1954–1960, inclusive, 384 authors were represented. Out of this number 312 are members of APA and 139 are members of Division 17. Sixty-three are members of Division 12. Only 25 are members of both Division 12 and Division 17. The 384 authors work in a wide variety of settings, including 98 different colleges and universities, 21 businesses and industries, and 25 government agencies and social institutions. Of the 312 who are APA members, 102 list counseling as their primary interest and the stated interests of the others cover a wide variety of theoretical and applied fields.

This suggests that counseling psychology is a specialty with a hard core of uniqueness but that ideas from many other areas are seen as relevant to this specialty.

If we examine the evidence provided in a National Science Foundation bulletin (NSF, 1960), with regard to doctorates awarded in 1958 and 1959, we have still another way of judging how this psychological specialty is faring in comparison with others. Table 2 gives these figures. Again we see that while counseling is not one of the largest psychological specialties, it is certainly not one of the smallest. It is likely that the numbers given are underestimates, since some counseling psychologists may be included in the *Educational* category.

Membership Characteristics: Summary

One might safely suggest the following inferences from the foregoing information:

If Division growth rate is used as a criterion, then the state of health of counseling psychology resembles the state of health of psychology as a whole.

The newer members of the Division are reducing the average age of the Divisional membership and have a wide range of interests outside of their primary interest in counseling. It is apparent that they do not live in professional isolation.

Most counseling psychologists, whether new Division members, recent Ph.D.'s, or writers for the *Journal of Counseling Psychology,* are employed in educational institutions. Very few label themselves other than counseling psychologists, teachers, or, for the older ones, administrators. They do *not* call themselves clinical psychologists or school psychologists, and very few are in private practice.

Only a small proportion of the total securing doctorates in psychology do so in counseling. Far outnumbered by those in the experimental and

clinical fields (perhaps they should be) they are numerically in the neighborhood of those taking degrees in social and educational psychology and considerably ahead of those taking the degree in industrial psychology. It is a "medium-sized" field which has good evidences of viability.

COMPARISONS OF COUNSELING AND CLINICAL PSYCHOLOGY

It is when one compares the development of counseling psychology with that of clinical psychology that one tends to become concerned about the counseling specialty. While the growth *rates* of Division 12 and Division 17 shown in Table 1 are not very different, the absolute numbers of clinical doctorates are much higher than are the numbers for counseling. Training institutions report more difficulty in attracting first-rate students into their counseling programs than into their clinical programs.

A difference in the prestige of the two specialties apparently exists. Evidence for this has been presented in a study by Granger (1959). Groups of psychologists, chosen in various ways, were asked to rank for prestige 20 occupations within the field of psychology. All groups doing the ranking showed a considerable amount of agreement. Seven of the 12 groups assigned Counseling Psychologist the lowest rank of all the positions requiring Ph.D. training.

Studies cited in the previous section indicate that there is a considerable amount of overlap between clinical and counseling psychology. The 1959 report of the Committee on Divisional Functions, to which reference has been made above, states that while 40 per cent of the members belong only to Division 17, and that sizable numbers belong to Division 5 (Evaluation and Measurement), Division 15 (Educational), Division 14 (Industrial and Business), and Division 8 (Personality), the largest amount of overlapping membership is with Division 12 (Clinical). As of 1957, 25 per cent of the members of Division 17 also belonged to Division 12. The Tiedeman and Mastroianni study showed that the overlap is somewhat lower for new members.

Paterson and Lofquist (1960) found that there is a large amount of overlap in training programs for clinical and counseling psychology. In view of this overlap and of the prestige differential favoring the clinical specialty, it is not strange that beginning graduate students are often attracted to the clinical rather than to the counseling major. The availability of some kinds of financial support, for clinical but not for counseling students, may also influence such decisions.

Counseling psychology also comes off badly in comparison with clinical so far as ABEPP certification is concerned. As of early 1960, 296 psychologists had earned the diploma by examination in clinical, only 28 in counseling. The

facts mentioned above with regard to where counseling psychologists work may have a bearing on this situation, however. Since few work in medical settings or engage in private practice, counselors may see less need for certification.

THE DISTINCTIVE CHARACTERISTICS OF COUNSELING PSYCHOLOGY

In spite of these indications that clinical psychology often looks more attractive to students than counseling does, and despite the fact that there is a large area of knowledge considered to be common to the two training programs, the kinds of evidence we have considered seem to indicate that there is an area peculiar to counseling, one not covered by clinical psychology as it is usually defined. One of the first attempts to delineate this was the report by Perry (1955) prepared for a conference on Psychotherapy and Counseling. While the distinction here is between two functions or processes rather than between the clinical and counseling professional specialties, it is relevant to our purposes. Perry's view was that while counseling and psychotherapy cannot be sharply separated, counseling is primarily concerned with "role" problems such as education, vocation, marriage, etc., and psychotherapy with intrapersonal conflicts.

In a recent study, Brigante et al. (1961) asked clinical and counseling psychologists in University and VA positions to indicate what they considered the similarities and differences between the two specialties to be. Both groups agreed that it is more characteristic of counseling psychologists to work with normal people and people having vocational and educational problems, to use interest and aptitude tests and paper and pencil personality tests rather than projective techniques, and to try to find an environment compatible with a client's personality structure rather than to try to change his personality. They agreed also that counseling psychologists are less likely than clinical psychologists to focus upon the client's past behavior, to discover and work through his major conflict areas, and to interpret his motives to him. There are several areas the respondents saw as equally characteristic of the two groups and several on which they disagreed.

When we consider these discussions and look at the contribution counseling psychologists are making and can make to society, we can summarize what is important about the specialty by saying that it focuses on *plans* individuals must make to play productive *roles* in their social environments. Whether the person being helped with such planning is sick or well, abnormal or normal, is really irrelevant. The focus is on assets, skills, strengths, possibilities for further development. Personality difficulties are dealt with only when they constitute obstacles to the individual's forward progress.

Regardless of how the lines are eventually drawn in applied psychology, it

would seem that past and present demand for this special kind of service presents us as policy makers in psychology with a responsibility to plan for its development.

PLANS TO FURTHER THE DEVELOPMENT OF COUNSELING PSYCHOLOGY

The preceding survey of various kinds of evidence suggests that while the counseling psychology profession is flourishing, training for it in psychology departments perhaps is not. If we agree on the importance of the specialty, our responsibility becomes that of taking steps that will insure a continuous flow of able, well-trained persons into this type of work.

There would seem to be two principal directions the development of training for counseling psychology could take.

The first would be *to view this specialty as a kind of sub-specialty within the broad clinical area.* This would call for a merging of the present clinical and counseling training programs and for encouraging some graduate students to place more emphasis on mental health rather than on mental illness, on problems within the normal range rather than at the extremes of deviation, and on the relationships of individuals to their environment rather than on intrapsychic relationships.

The trouble with this proposal is that the distinctive counseling emphases may not be adequately taught in such joint training programs. It is too easy to assume that any clinical psychologist with a Ph.D. is competent to interpret a Strong or a DAT profile, to facilitate good vocational decisions, or to assess occupational assets in an inexperienced worker, even if he has never had any training at all in these special techniques. Examples of situations where this has occurred are not hard to find.

The opposite policy would be to attempt *to increase the distinctiveness of counseling psychology programs and to attempt to make them attractive to students.*

It does not seem to matter whether the curriculum is placed in an arts and science psychology department or under a psychology staff in a school of education. It matters a great deal whether the curriculum is psychologically sound and whether the courses are taught by psychologists.

The practice in some institutions of adding courses in group measurement and occupational information to a clinical psychology program or of adding courses in personality dynamics and clinical psychology to an educational psychology program or a pupil personnel program does not provide a counseling psychology program. Nor does it develop respect for the program.

The areas essential to a counseling psychology doctoral program have been stated and re-stated. We believe that these are essential areas, each to be

offered by people qualified in that area. There has been quite enough gerrymandering of graduate counseling programs.

Counseling psychologists have never asked for completely independent training programs; they only insist that beyond a common core of scientific psychology and related disciplines for all doctorates and an additional common core of psychological training for all doctorates in the "helping" branches of psychology, there are some distinctive courses, seminars, and practica which fall under the rubric of counseling psychology.

What needs to be done?

1. Publicize the need for properly qualified counseling psychologists. There is no lack of professional positions. We simply have not communicated what we know to be the demand in colleges, schools, business, hospitals, and government agencies generally. Among other things, we should make available to undergraduates more information about the nature of the counseling specialty so that more of them will be aware of it when they lay their plans for graduate work.

2. Coordinate the best school counselor graduate programs at the 2-year M.A. and doctoral levels with the doctoral level counseling psychology programs. In curricular requirements and in professional objectives, there is considerable overlap in these fields. Interdepartmental programs are functioning successfully in several institutions.

3. Recognize that the roots of counseling psychology are as much in social psychology, personality theory, developmental psychology, the psychology of individuals differences, and the psychology of learning as they are in abnormal psychology, if not more so, and on this premise encourage sound training in these fields as a basis for practice and research.

4. Recognize and capitalize on the prevalence of many counseling assistantships in universities, schools, rehabilitation centers, and other public and private agencies, assistantships which provide good experience in counseling, as well as graduate support. They are almost as good as fellowships—better in some situations where the supervision on the job is a benefit not found in a fellowship. Publicize also the VA and OVR traineeships and fellowships. These are valuable and as good as any to be found.

5. See that practicum facilities are distinctive for counseling psychology students. Clarify and insist upon the distinctiveness. Experience in hospitals or medical settings, no matter how good, is *not* a substitute for experience in school settings, college counseling bureaus, community agencies, placement settings, etc. These supervised experiences require qualified supervisors both in the agency and in the graduate school. No substitutes can be accepted.

6. Seek to establish post-doctoral training programs in the counseling specialty, programs that will enable psychologists of all varieties to obtain the

special kinds of knowledge and skill required for counseling at the time when they become interested in the counseling specialty.

7. Make clear that the resources of the entire university are necessary to develop a good counseling psychologist—social sciences as well as behavioral sciences. And both of these in greater proportion than technique or applied courses. Rightly conceived and staffed, a counseling program can command as much respect in the university as any other applied psychology program.

8. Require that counseling theory and counseling practice courses are taught by individuals who are not only qualified psychologists but have had substantial blocks of experience in the practice of counseling. Theory or practice courses in counseling psychology require experienced counselors, not merely psychologists.

CONCLUSIONS

The rate of growth of counseling psychology has been normal despite limited financial support for the development of graduate programs and the support of graduate students. In addition, this specialty has made progress in developing a concept of role and function which is broader than vocational guidance but different from clinical psychology in its emphasis upon development, assessment, plan, and role.

In view of both growth and increased clarity of function, it seems clear that policies designed to maintain and strengthen these distinctive characteristics should be pursued. The social demand for well prepared counseling psychologists is great and continues to increase.

The Division of Counseling Psychology has a deep professional obligation to meet this social need. This is an appropriate time to clarify and coordinate its goals and to develop a vigorous program.

TABLE 1
Divisional Growth Rates — 1955–1961

Division	1955	1957		1959		1960		1961		1955–61
	Membership	Membership	% Increase	Membership	% Increase	Membership	% Increase	Membership	% Increase	% Increase
1	490	493	.6	548	11.2	596	8.8	634	6.4	29.4
2	260	277	6.5	419	51.3	538	28.4	641	19.1	146.5
3	612	651	6.4	770	18.3	789	2.5	836	6.0	36.6
5	497	555	11.7	621	11.9	638	2.7	651	2.0	31.0
7	448	534	20.2	593	11.0	616	3.9	632	2.6	41.1
8	846	870	2.8	1151	32.3	1346	16.9	1509	12.1	78.4
9	672	697	3.7	797	14.3	806	1.1	850	5.4	26.5
10	75	101	34.7	114	12.9	118	3.5	126	6.8	68.0
12	1711	1907	10.9	2269	19.0	2376	4.7	2466	3.8	44.1
13	233	236	1.3	230	−2.5	232	.9	231	−.4	−.8
14	514	593	15.4	713	20.2	734	2.9	756	3.0	47.1
15	453	483	6.6	528	9.3	555	5.1	567	2.2	25.2
16	348	531	52.6	683	28.6	712	4.2	752	5.6	116.1
17	757	839	10.8	938	11.8	993	5.9	1049	5.6	38.6
18	177	214	20.9	218	1.9	227	4.1	267	17.6	50.8
19	249	249	0	271	8.8	276	1.8	292	5.8	17.3
20	204	216	5.9	222	2.8	238	7.2	238	0	16.7
21				229		273	19.2	298	9.2	
22				181		246	35.9	749	304.5	

Note: 1955–1957 and 1957–1959 are two-year comparisons.

TABLE 2
Doctorates Awarded in 1958 and 1959 in Psychology

	1958	1959
Total	779	811
Experimental, Comparative, Physiological	151	204
Human Engineering	6	6
Social	74	71
Clinical	275	262
Counseling and Guidance	52	60
Developmental, Gerontological	17	27
Industrial and Personnel	28	43
Educational	82	65
Psychometrics	23	22
Psychology, General	63	35
Psychology, Other	8	16

REFERENCES

1. American Psychological Association, Committee on Counselor Training, Division of Counseling and Guidance, 1952. Recommended standards for training counseling psychologists at the doctorate level. Practicum training of counseling psychologists. *Amer. Psychologist,* 7, 175–188.
2. Brigante, T. R., Haefner, D. P., and Woodson, W. B., 1961. Clinical and counseling psychologists' perceptions of their specialties. *J. counsel. Psychol.* (In press).
3. Division of Counseling Psychology Committee on Definition, 1956. Counseling psychology as a specialty. *Amer. Psychologist,* 11, 282–285
4. Division of Counseling Psychology, Committee on Divisional Functions, 1959. *The Division of Counseling Psychology Studies Its Membership.* (Multilithed report).
3. Division of Counseling Psychology, Committee on Internship Standards, 1960. *Recommended Standards for Internships in Counseling Psychology.* (Multilithed report).
6. Division of Counseling Psychology, 1961. *The Scope and Standards of Preparation in Psychology for School Counselors.* (Multilithed report).
7. Granger, S. G. 1959. Psychologists' prestige rankings of 20 psychological occupations. *J. counsel. Psychol.,* 6, 183–188
8. National Science Foundation, 1960. *The Science Doctorates of 1958 and 1959.* Washington: U.S. Gov't. Printing Office.
9. Paterson, D. G. and Lofquist, L. H. 1960. A note on the training of clinical and counseling psychologists. *Amer. Psychologist,* 15, 365–366.
10. Perry, William G. 1955. The findings of the commission in counseling and guidance. *Ann. N. Y. Acad. Sci.,* 63, Art. 3, 396–407.
11. Peterson, Ron and Featherstone, Fred. 1961. Occupations of counseling psychologists. *J. counsel. Psychol.* (In press).
12. Tiedeman, David V. and Mastroianni, William W. 1961. *Scuttle the Division of Counseling Psychology? Nonsense!* (Unpublished paper).

APPENDIX F

Participants in the Greyston Conference

January 23-26, 1964

WESLEY ALLINSMITH
Department of Psychology
University of Cincinnati
Cincinnati, Ohio

GORDON ANDERSON
Testing and Counseling Center
University of Texas
Austin, Texas

JOHN BAIR
Psychological Service of Pittsburgh
Pittsburgh, Pennsylvania

W. LESLIE BARNETTE
Department of Psychology
State University of New York
Buffalo, New York

HAROLD BASOWITZ
Training Branch
National Institute of Mental Health
Bethesda, Maryland

RALPH BEDELL
Counseling and Guidance Institutes Branch
U.S. Office of Education
Washington, D.C.

RALPH F. BERDIE
Student Counseling Bureau
University of Minnesota
Minneapolis, Minnesota

DONALD BLOCHER
College of Education
University of Minnesota
Minneapolis, Minnesota

EDWARD S. BORDIN
Department of Psychology
University of Michigan
Ann Arbor, Michigan

ARTHUR H. BRAYFIELD
American Psychological Association
Washington, D.C.

ROBERT CALLIS
Testing and Counseling Center
University of Missouri
Columbia, Missouri

E. GORDON COLLISTER
School of Education
University of Kansas
Lawrence, Kansas

WILLIAM C. COTTLE
School of Education
Boston College
Chestnut Hill, Massachusetts

JOHN O. CRITES
Department of Psychology
State University of Iowa
Iowa City, Iowa

DAVID G. DANSKIN
Counseling Center
Kansas State University
Manhattan, Kansas

JOHN G. DARLEY
Department of Psychology
University of Minnesota
Minneapolis, Minnesota

WILBERT J. DIPBOYE
School of Education
Syracuse University
Syracuse, New York

FRANK M. FLETCHER, JR.
Department of Psychology
Ohio State University
Columbus, Ohio

CLAY D'A. GERKEN
Department of Psychology
University of Nebraska
Lincoln, Nebraska

WILLIAM M. GERLER
Department of Psychology
Southern Illinois University
Carbondale, Illinois

WILLIAM M. GILBERT
Counseling Center
University of Illinois
Urbana, Illinois

CLAUDE GRANT
School of Education
New York University
Washington Square
New York, New York

CLEMENT GRESOCK
Department of Psychology
Catholic University of America
Washington, D.C.

DONALD L. GRUMMON
Counseling Center
Michigan State University
East Lansing, Michigan

ROY B. HACKMAN
Department of Psychology
Temple University
Philadelphia, Pennsylvania

MILTON E. HAHN
Department of Psychology
University of California
Los Angeles, California

FLOYD IRVIN
Department of Psychology
Purdue University
Lafayette, Indiana

ELEANORE ISARD
Department of Psychology
Temple University
Philadelphia, Pennsylvania

HENRY KAVKEWITZ
Psychology Service
Veterans Administration Hospital
Brooklyn, New York

JOSEPH KAUFFMAN
American Personnel and Guidance Association
Washington, D.C.

JOHN F. KINNANE
Department of Psychology
Catholic University of America
Washington, D.C.

BARBARA KIRK
Counseling Center
University of California
Berkeley, California

JOHN D. KRUMBOLTZ
School of Education
Stanford University
Stanford, California

EDWARD LANDY
Newton Public Schools
Newton, Massachusetts

LLOYD LOFQUIST
Department of Psychology
University of Minnesota
Minneapolis, Minnesota

EDWARD H. MCALLISTER
Rohrer, Hibler, and Replogle
New York, New York

JOHN F. MCGOWAN
College of Education
University of Missouri
Columbia, Missouri

THOMAS M. MAGOON
Department of Psychology
University of Maryland
College Park, Maryland

H. T. MARTIN
Department of Psychology
University of Florida
Gainesville, Florida

ROGER A. MYERS
Department of Psychological Foundations and Services
Teachers College, Columbia University
New York, New York

FRANK C. NOBLE
Division of Human Development
Peabody College
Nashville, Tennessee

CECIL P. PECK
Department of Medicine and Surgery
Veterans Administration
Washington, D.C.

J. WARREN PERRY
Vocational Rehabilitation Administration
Department of Health, Education and Welfare
Washington, D.C.

DAVID H. PRITCHARD
Office of Manpower, Automation, and Training
U.S. Department of Labor
Washington, D.C.

FRANCIS P. ROBINSON
Department of Psychology
Ohio State University
Columbus, Ohio

JOSEPH SAMLER
Vocational Rehabilitation and Education Service
Veterans Administration
Washington, D.C.

HAROLD G. SEASHORE
Psychological Corporation
New York, New York

STANLEY J. SEGAL
Department of Psychology
State University of New York
Buffalo, New York

LYLE SCHMIDT
Department of Psychology
Ohio State University
Columbus, Ohio

SAM SILVERSTEIN
Vocational Rehabilitation Administration
Department of Health, Education and Welfare
Washington, D.C.

JOSEPH C. SPEISMAN
Training Branch
National Institute of Mental Health
Bethesda, Maryland

NORMAN SPRINTHALL
Harvard University
Cambridge, Massachusetts

DONALD E. SUPER
Department of Psychological Foundations and Services
Teachers College, Columbia University
New York, New York

ALBERT S. THOMPSON
Department of Psychological Foundations and Services
Teachers College, Columbia University
New York, New York

RANDOLPH S. THRUSH
Department of Psychology
University of Missouri
Columbia, Missouri

DAVID V. TIEDEMAN
Harvard University
Cambridge, Massachusetts

LEONA E. TYLER
Department of Psychology
University of Oregon
Eugene, Oregon

ROBERT WALDROP
Department of Psychology
University of Maryland
College Park, Maryland

HENRY WEINBERG
Department of Psychology
Boston University
Boston, Massachusetts

IRVING WOLF
Department of Psychology
Boston, University
Boston, Massachusetts